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ABSTRACT

This volume is designed as a comprehensive guide to the National Longitudinal Surveys of Labor Market Experience (NLS) which are concerned with the labor market experience of middle-aged and young men and women. Detailed descriptions of the objectives of the surveys, the samples covered, and the types of information collected are presented. Information on the availability and cost of computer tapes on which these data are stored is provided. Numerous tables indicate the more important variables included in the data tapes covering the first ten years for each of the surveys conducted. These variables are divided into major areas for each of the four groups (men, women, boys, girls) surveyed: (1) labor market experience variables; (2) human capital and other socioeconomic variables; and (3) environmental variables. An extensive bibliography is included in this handbook. Sample pages from NLS documentation are also appended. (Author/EB)

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THE NATIONAL LONGITUDINAL SURVEYS

HANDBOOK

Center for Human Resource Research
College of Administrative Science
The Ohio State University
Revised: January, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This volume is designed as a comprehensive guide to the National Longitudinal Surveys of Labor Market Experience (NLS), and is intended for two major categories of readers. Persons who wish to ascertain whether their research interests can be served by the NLS data will find useful the detailed description of the objectives of the surveys, the samples covered, and the types of information collected. The availability and cost of the several NLS data files will also be of interest in this context. For researchers who acquire the data files, the volume performs the additional functions of describing the layout of the computer tapes, explaining the documentation, and presenting a number of caveats relating to the use of the data.

The original edition of this Handbook (1973) was one element in a comprehensive revision of the NLS public-use data tapes originally produced by the U.S. Bureau of the Census. The guidelines for the revision were established in the light of extended experience with the original versions of the tapes by the staff of the Center for Human Resource Research and by researchers elsewhere who had acquired and were using them. Suggestions were solicited from all known users, and an NLS Users' Conference was held at The Ohio State University in June, 1973, to discuss the ways in which the existing data tapes and those subsequently to be released might be made more readily usable for the variety of purposes they were serving. Thus, there was a substantial contribution to the effort by a large number of members of the research community, to all of whom we wish to express our gratitude.

The format of the revised data files and documentation reflect the ingenuity and dedicated effort of an able team of computer specialists under the leadership of John T. Grasso, who at the time was Manager of the Data Processing Unit of the Center for Human Resource Research. The several facets of the revision of the public-use tapes that had already been prepared by the Census Bureau were accomplished under the supervision of Karen Blackwell, Marta Fisch, C. Karl Kuehne, III, Daniel M. Hummer, and Robert G. Shondel. Hummer originally suggested the format for this Handbook, and he was largely responsible for the content of Sections V and VI. The preparation of the tapes that have subsequently been released has been directed first by Robert Shondel and, more recently, by Carol Sheets, who have successively served as Manager of the Data Processing Unit.

In the course of the work innumerable questions have arisen relating to specific variables on Census tapes, which has required very close liaison with personnel in the Demographic Surveys Division. We are particularly grateful in this respect for the cooperation of Robert Mangold and George Grey and the following members of the Census staff: Betty Dobronski, Sharon Fondelier, Patrick Healy, Ken Kaplan, Carrol Kindel, Dorothy Koger, Gregory Russell, Thomas Scopp, and Emilye Williams.

Finally, it perhaps goes without saying that ultimate credit for the NLS data files must be accorded to officials of the Employment and Training Administration of the Department of Labor who initially recognized the value of such a study and have provided continuous financial and profession support; to

the thousands of individuals throughout the United States who consented to be the subjects of the study; to the large number of individuals in the Bureau of the Census who have participated over the years in designing the sample and in collecting, editing, and processing the data; and to present and past members of the staff of the project in the Center for Human Resource Research at The Ohio State University who have been responsible for the design of the study and the construction of the variables.

This edition of the Handbook is the first that contains detailed information about the new panel of female and male youth to be surveyed for the first time in early 1979 and annually thereafter for a five-year period. In this new phase of the NLS, the National Opinion Research Center (NORC) has joined us as collaborator under a subcontract, being responsible for designing the sample, conducting the field work, and preparing the data tapes. Celia Homans is directing that effort. We look forward to a continuation of the close working relationship with NORC that has already been established.

Herbert S. Parnes
Project Co-Director

I. STRUCTURE AND DEVELOPMENT OF THE NLS RESEARCH PROJECT

The National Longitudinal Surveys were born early in 1965 when the Office of Manpower Policy, Evaluation, and Research of the United States Department of Labor contracted with the Center for Human Resource Research of The Ohio State University for longitudinal studies of the labor market experience of four groups in the United States population: men 45 to 59 years of age, women 30 to 44 years of age, and young men and women 14 to 24. (For convenience, these groups will hereafter be referred to as "men," "women," "boys," and "girls," respectively.) Under a separate contract with the Labor Department, the Bureau of the Census was to be responsible for the design of the sample, the field work, and data processing.

Since budget constraints precluded a sample ofthe total population, these four groups were selected because each faces more or less unique labor market problems of special concern to policy makers. For the two cohorts of youth, these problems revolve around the process of occupational choice, and include both the preparation for work and the frequently difficult period of accommodation to the labor market when formal schooling has been completed. The special problems of the middle-aged men stem in part from skill obsolescence, from the increasing incidence of health problems, and from employment discrimination, all of which are reflected in declining labor force participation rates and in longer-than-average duration of unemployment, if it occurs. For the women, the special labor market problems are those associated with re-entry into the labor force by married women who feel that their children no longer require their continuous presence at home.

A. The Surveys

The initial plan called for annual interviews over a five-year period with representative samples of individuals--six interviews with each cohort. As a result of cost considerations it was decided after the second survey of the men to survey the two older groups biennially rather than annually.[1] The younger groups, because of their greater mobility, were to continue to be interviewed annually. As the five-year period drew to a close, the relatively low attrition rates[2] that had been experienced and the widespread interest that had been

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[1] The older cohort of women was interviewed in both 1971 and 1972 in order to permit a survey at the end of the five-year period.

[2] Although at the outset of the study it was feared that attrition would be a major problem, shrinkage of the samples has been remarkably small. For example, in the tenth year survey of the men (1976) 69 percent of the original respondents were interviewed, almost half of the remainder having died and the others having disappeared from the sample as the result of their refusal to be interviewed or of the inability of Census enumerators to locate them. The corresponding completion rates for the tenth-year surveys of the other cohorts were 78 percent for the women, 71 percent for the boys, and 76 percent for the girls.

generated in the data bases led to the decision to continue the surveys beyond the period originally contemplated. With the advice of an interdisciplinary advisory panel that was assembled to consider the issue, plans were made to cover an additional five-year period for each cohort by means of two brief biennial telephone surveys and a face-to-face interview ten years after the original survey.

During 1976 consideration was given to yet another extension of the study. After a questionnaire survey of all known users of NLS data and a recommendation by an interdisciplinary panel of experts convened by the Department of Labor, a decision was ultimately reached in 1977 to (1) continue the surveys of the four samples for an additional five years (so long as attrition did not become a serious problem) and (2) begin a new longitudinal study of a panel of young men and young women. The latter study was to permit a replication of much of the analysis made of the earlier cohorts of youth and also to help to evaluate the expanded employment and training programs for youth legislated by the 1977 amendments to the Comprehensive Employment and Training Act. To these ends, a national probability sample was drawn consisting of 6,000 young women and 6,000 young men between the ages of 14 and 21, with overrepresentation of blacks, Hispanics, and economically disadvantaged whites.

The new sample of youth was interviewed for the first time in early 1979, and will be interviewed annually thereafter. Responsibility for drawing the sample, conducting the field work, and preparing data tapes has been subcontracted by the Center for Human Resource Research to the National Opinion Research Center (NORC).

In the case of both the boys and girls, interviewing began at approximately the same time each year--in October for the boys and in January for the girls. Because of scheduling problems, the month in which the interviews were conducted with the men and women was changed after 1968. Until the 1968 mail survey, surveys of both groups began in May of each year; after 1968, the interviews with the men began in July while those with the women began in April. The interviewing process for each cohort extended over a period of two to three months. The longest period occurred in the 1968 survey of girls, which began in the week of January 22, 1968 and ended on May 1, 1968; among the shortest interviewing periods was that of the 1972 survey of women, when interviewing began on April 24 and ended on June 23.

Each of the four original cohorts was represented by a national probability sample of approximately 5,000 individuals. The samples were drawn by the Bureau of the Census from the primary sampling units (PSU's) that had been selected for the experimental Monthly Labor Survey conducted between early 1964 and late 1966.[3] In order to provide statistically reliable estimates for blacks and to permit a more confident analysis of differences in labor market experiences between blacks and whites, a sampling ratio for blacks three to four times as large as that for whites was used.

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[3]For a detailed description of the sampling design, see Section II.

Year	Men	Boys	Women	Girls	Youth
1966	Interview	Interview	- - -	- - -	- - -
1967	Interview	Interview	Interview	- - -	- - -
1968	Mail survey	Interview	Mail survey	Interview	- - -
1969	Interview	Interview	Interview	Interview	- - -
1970	- - -	Interview	- - -	Interview	- - -
1971	Interview	Interview	Interview	Interview	- - -
1972	- - -	- - -	Interview	Interview	- - -
1973	Telephone survey	Telephone survey	- - -	Interview	- - -
1974	- - -	- - -	Telephone survey	- - -	- - -
1975	Telephone survey	Telephone survey	- - -	Telephone survey	- - -
1976	Interview	Interview	Telephone survey	- - -	- - -
1977	- - -	- - -	Interview	Telephone survey	- - -
1978	Telephone survey	Telephone survey	- - -	Interview	- - -
1979	- - -	- - -	Telephone survey	- - -	Interview
1980	Telephone survey	Telephone survey	- - -	Telephone survey	Interview
1981	Interview	Interview	Telephone survey	- - -	Interview
1982	- - -	- - -	Interview	Telephone survey	Interview
1983	- - -	- - -	- - -	Interview	Interview
1984					Interview

B. Division of Responsibilities

In both the original four cohorts and the new youth cohort the Center for Human Resource Research has had responsibility for designing the survey instruments, analyzing the data, preparing reports, and making the data available to the public. Design of the sample, field work, and data reduction have been handled by two separate agencies. For the four original cohorts this work was done by the U.S. Bureau of the Census operating under a separate contract with the U.S. Department of Labor. For the new youth cohort, these tasks are the responsibility of the National Opinion Research Center under a subcontract with the Center for Human Resource Research.

This brief description of the division of responsibility, however, obscures the close interaction and cooperation that has existed over the years between the Center and the Census Bureau at every stage of the research, and that has already begun to develop between the Center and NORC. In the relationship with the Census Bureau, for example, staff members of the Center were generally present at training sessions in which Census enumerators were being instructed in the content of the interview schedules. In pretests, and on a number of occasions in actual surveys, Center personnel were sworn in as special agents of the Census Bureau and accompanied interviewers in order to have a firsthand view of how the interviews were going. On the other hand, while interview content was principally the responsibility of the Center, the Census Bureau provided valuable advice based on their long experience with survey instruments. Needless to say, the division of function between staffs of the Census Bureau and the Center for Human Resource Research has necessitated continuous and very close liaison. Hardly a day has gone by without at least one telephone conversation between Center and Census personnel. In addition, voluminous memoranda flow between the two agencies, and there have been a large number of face-to-face planning meetings.

The modus operandi between the two agencies has evolved over the years, but changed rather substantially in 1971 and again in 1973. Until 1971, all tabulations of survey data were produced by the Census Bureau on the basis of specifications provided by the Center. Since the Census restricted its data processing to the preparation of cross-tabulations, the Center's reports were confined to tabular analysis. Beginning in 1971, the Center assumed a larger role in data processing. Both parties agreed that for surveys not yet processed by Census, data tapes would be made available to the Center after the preparation of a limited number of test tables suggested that the tape was reasonable "clean." Among other things, this change meant that many of the complex variables on the tapes began to be developed by the Center data processing staff rather than by the Census.

The second major change in the division of responsibility between the Census and the Center for Human Resource Research occurred in 1973 with the decision that the Center would assume responsibility for producing a standardized tape for public use. Up to that time the Census Bureau prepared public-use tapes that were similar to those it furnished the Center, except that they included only a portion of the recoded variables appearing in the Center's tapes. The NLS tapes made available by the Census both to the Center and to other researchers had a number of characteristics that made them not readily usable, particularly for multivariate analysis. Since the Center had to rewrite these tapes in any case, it appeared uneconomic to perpetuate a situation in which all users of the public tapes had to perform essentially the same tasks in order to make the tapes operational. It was therefore agreed that the Center would both revise previously issued tapes and, in addition, assume the function of producing, documenting, and distributing all subsequent ones. In the case of the new cohort of youth, NORC will prepare data tapes to the specifications of the Center, and the Center will be responsible for releasing the public-use versions of these tapes just as it does for the earlier cohorts.

II. SAMPLING, INTERVIEWING AND ESTIMATING PROCEDURES

As has been indicated, the sampling and field work for the four original NLS cohorts have been the responsibility of the Census Bureau, while these functions are being performed by NORC for the new cohort of youth. In this section we describe the sampling methods and field procedures employed by each of these organizations.

A. Census Bureau (four original cohorts)

Each of the four original NLS samples was designed to represent the civilian noninstitutional population of the United States at approximately the time of the initial survey. Because there were no additions to the samples over the years of the surveys, they cannot be construed to be precisely representative of the civilian population in any year after the first. The departure is most significant in the case of the young men, since those who were in the military service as of 1966 but who subsequently returned to civilian life are not represented.[4]

Sampling Procedure

Each of the four age-sex cohorts is represented by a multi-stage probability sample located in 235 sample areas comprising 485 counties and independent cities representing every state and the District of Columbia. The 235 sample areas were selected by grouping all of the nation's counties and independent cities into about 1,900 primary sampling units (PSU's) and further forming 235 strata of one or more PSU's that are relatively homogeneous according to socio-economic characteristics. Within each of the strata a single PSU was selected to represent the stratum. Within each PSU a probability sample of housing units was selected to represent the civilian noninstitutional population.

Since one of the survey requirements was to provide separate reliable statistics for blacks, households in predominantly black enumeration districts (ED's) were selected at a rate between three and four times that for households in predominantly white ED's. The sample was designed to provide approximately 5,000 interviews for each of the four cohorts--about 1,500 blacks and 3,500 whites. When this requirement was examined in light of the expected number of persons in each age-sex-color group it was found that about 42,000 households would be required in order to find the requisite number of blacks in each age-sex group.

An initial sample of about 42,000 housing units was selected and a screening interview took place in March and April, 1966. Of this number about 7,500 units were found to be vacant, occupied by persons whose usual residence was elsewhere, changed from residential use, or demolished. On the other hand, about 900 additional units were found that had been created within existing living

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[4] Conversely, young men who entered the service subsequent to 1966 are unrepresented during their military service, since no attempt was made to survey members of the sample during such periods.

space or had been changed from what was previously nonresidential space. Thus 35,360 housing units were available for interview, from which usable information was collected for 34,662 households, a completion rate of 98.0 percent.

Men 45-59 Following the initial interview and screening operation, 5,518 males age 45-59 were designated to be interviewed. These were sampled differentially within four strata: whites in white ED's (i.e., ED's which contained predominantly white households), blacks in white ED's, whites in black ED's, and blacks in black ED's.

Young men 14-24 The original plan called for using the initial screening to select all four samples. On reflection it was decided to rescreen the sample in the fall of 1966 prior to the first interview of young men, since a seven-month delay between screening and interview seemed inordinate in view of the mobility of young men in their late teens and early twenties.

To increase efficiency, it was decided to stratify the sample for the rescreening by the presence or absence of a 14- to 24-year-old male in the household. The probability is high that a household that contained a 14- to 24-year-old in March would also have had one in September. However, to insure that the sample also represented persons who had moved into sample households in the intervening period, a sample of addresses that previously had no 14- to 24-year-old males was also included in the screening operation.

This phase of the screening began in early September, 1966. Since a telephone number had been recorded for most households at the time of the initial interview, every attempt was made to complete the short screening interview by telephone. Following the screening operation, the same differential sampling process that had been used in the case of the older male cohort produced 5,713 males aged 14 to 24 who were designated to be interviewed.

Women 30-44 and 14-24 The rescreened sample of households from which the sample of young men was drawn was used also to obtain the sample of women 30 to 44 years of age. Using the same type of differential samping ratios described above, 5,393 women were selected for interview. Finally, from the same group of households, a sample of 5,533 young women aged 14 to 24 as of January 1, 1968, was designated.

Multiple-respondent households The total number of households represented in the four NLS samples of individuals is 13,582. Thus, a number of households have yielded more than one respondent, frequently across cohorts. By cross-indexing households and respondents, the Census Bureau has provided a means of identifying respondents having common households when the samples were originally drawn. The revised data tapes made available by the Center show for each respondent (1) an identification number within the particular cohort, (2) an identification number for the household from which the respondent was originally selected, and (3) the identification numbers of any other respondents (in the same or other cohorts) who were selected from the same household.

For researchers who wish to exploit this feature of the data the Center will provide free of charge lists of households containing selected combinations of respondents from different cohorts. As of December 1978 such a list exists for

households containing members of both the older male and older female cohorts. The list contains the respondents' serial numbers and the relationship between them (e.g., husband-wife, father-daughter). A description of the decision rules underlying the relationship codes is also included. Similar lists for mother-son and mother-daughter relationships are currently available upon request from the NLS Users' Office. Additional combinations are being developed.

Field Work

Roughly three to four hundred Census interviewers were assigned to each of the NLS surveys. Since many of the procedures and the labor force concepts used in the NLS were similar to those employed in the Current Population Survey (CPS), the Census Bureau used interviewers with CPS experience in all of the surveys.

In each of the early surveys, a two-stage training program was used to provide specific instruction to the interviewers. First, two supervisors from each of the Bureau's 12 regional offices were trained in Washington; they in turn trained the interviewers and office clerks assigned to the survey in their regions. Each trainee was provided with a "verbatim" training guide prepared by the Bureau staff and reviewed by staff members of the Employment and Training Administration and the Center for Human Resource Research. The guide included not only lecture material, but a number of structured practice interviews to familiarize the interviewers with the questionnaire. In addition to the classroom training, each interviewer was required to complete at least one live interview prior to beginning an assignment.

As interviewers developed experience with the NLS, training for each additional survey became less intensive. While the small number of interviewers with no previous NLS experience continued to receive classroom instruction, training for the experienced interviewers generally consisted of a home study package. This included an Interviewer's Reference Manual explaining the purpose, procedures, and concepts used in the survey, as well as a set of questions emphasizing points covered in the manual.

In addition to training, a field edit was instituted to insure adequate quality. In the earliest surveys, this consisted of a "full edit" of the first several schedules returned by each interviewer and a partial edit of the remaining questionnaires from each interviewer's assignment. The full edit consisted of reviewing each questionnaire from beginning to end to determine if the entries were complete and consistent and whether the "skip" instructions were being followed. The interviewer was contacted by phone concerning minor problems and, depending on the nature of the problem, was either merely told of the error or asked to contact the respondent for additional information or for clarification. For more serious problems the interviewer was retrained either totally or in part, and the questionnaire was returned for completion.

If problems arose, the complete edit was continued until the supervisor was satisfied that the interviewer was doing a complete and consistent job. The partial edit simply checked to determine that the interviewer had not inadvertently skipped any part of the questionnaire that should have been filled. Any questionnaire that failed the partial edit was returned to the interviewer for

completion. After the first two surveys of the middle-aged men and the initial survey of each of the other cohorts, a "full edit" was used on all the schedules.

Estimating Methods

Population data derived from the NLS are based on multi-stage ratio estimates.

Basic weight The first step was the assignment to each sample case of a basic weight consisting of the reciprocal of the final probability of selection. This probability reflects the differential sampling that was employed by color within stratum for the four cohorts.

Noninterview adjustment In the initial survey of each cohort, some members of the original samples could not be interviewed because of absence, refusal, or unavailability for other reasons. The number of individuals with whom initial interviews were conducted was 5,020 for the men,[5] 5,083 for the women, 5,225 for the boys, and 5,159 for the girls. The weights for all those interviewed were adjusted to the extent necessary to account for persons who were not interviewed. This adjustment was made separately for each of eight groupings for the middle-aged men,[6] 16 groupings for the women 30 to 44,[7] and 24 groupings for the two cohorts of youth.[8]

Ratio estimates The composition of the sample may differ somewhat, by chance, from that of the population as a whole with respect to residence, age, color, and sex. Since these population characteristics are closely correlated with the principal measurements made from the sample, the measurements can be substantially improved if they are weighted appropriately to conform to the

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[5] Actually, 5,027 men were interviewed in 1966. As the result of an error, however, the original data tapes contained duplicate records for each of seven respondents, yielding a total of 5,034. After the error was discovered, one of each pair of duplicate records was blanked in each subsequent survey, but not necessarily the same one from one survey to the next. After a careful scrutiny of the seven pairs of records, the research staff of the Center concluded that there was no accurate way of preserving the longitudinal integrity of the data for the seven respondents involved. All fourteen records were therefore eliminated from the revised tapes.

[6] Census region of residence (Northeast, North Central, South, West) by place of residence (urban, rural).

[7] Same as for middle-aged men, by color (white, black).

[8] Same as for women 30 to 44, except that place of residence has three categories (urban, rural farm, rural nonfarm).

known distribution of these population characteristics.[9] This was accomplished in the initial survey of each cohort through two stages of ratio estimation.

The first stage of ratio estimation takes into account differences at the time of the 1960 Census between the distribution by color and residence of the population as estimated from the sample PSU's and that of the total population in each of the four major regions of the country. Using 1960 Census data, estimated population totals by color and residence for each region were computed by appropriately weighting the Census counts for PSU's in the sample. Ratios were then computed between these estimates (based on sample PSU's) and the actual population totals for the region as shown by the 1960 Census.

In the second stage, the sample proportions were adjusted to independent current estimates of the civilian noninstitutionalized population by age, sex, and color. These estimates were prepared by carrying forward the most recent Census data (1960) to take account of subsequent aging of the population, mortality, and migration between the United States and other countries.[10] The adjustment was made by color within three age groupings for the two older cohorts, within five age groupings for the young women, and within four age groupings for the young men.

Sampling Weights

In each survey year after the initial interview, the sample was reduced for reasons of noninterview. In order to compensate for these losses the sampling weights of the individuals who were interviewed had to be revised. This revision was done in two stages. First, the out-of-scope noninterviews in each of the years were identified by the Bureau of the Census and eliminated from the sample of noninterviews. This group consisted of individuals who were institutionalized, had died, were members of the Armed Forces or who had moved outside the United States--i.e., individuals who were no longer members of the noninstitutional, civilian population of the United States.

The second stage in the adjustment acknowledged the nonrandom characteristics of the in-scope noninterviews. For each of the survey years the eligible noninterviews and those interviewed were distributed into strata (cells) according to their race, years of school completed, and years in 1966 (1967) place of residence (cohorts of men and women) or their race, education of their father, and years in 1966 (1968) place of residence (boys and girls). Within each of the cells the base year sampling weights of those interviewed were increased by a factor which measured the relative size (using base year weights) of the noninterviewed population to the interviewed population in that year.

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[9] See U.S. Bureau of Census Technical Paper No. 7, "The Current Population Survey--A Report on Methodology," 1963, for a more detailed explanation of the preparation of the estimates.

[10] See U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 352, November 18, 1966, for a description of the methods used in preparing these independent population estimates.

One further adjustment was needed because the young men who were in the Armed Forces at the time the sample was selected were excluded from the sample. Since most of these men subsequently returned to the civilian non-institutional U.S. population, the population estimates in any given year based on the revised sampling weights of those interviewed in our sample are understated. To correct for this understatement the Bureau of the Census has provided an adjustment factor for each of the cells. The revised sampling weights of the young men incorporate this additional adjustment.

Coding and Editing

Most of the data on the interview schedules required no coding, since a majority of the answers were numerical entries or in the form of precoded categories. However, clerical coding was necessary for the occupational and industrial classification of the several jobs referred to in the interview. The Census Bureau's standard occupation and industry codes used for the 1960 decennial census were employed for this purpose, and have continued to be used even in those surveys conducted after the classification systems were revised. Codes for other open-ended questions were assigned by the Census Bureau, in many cases on the basis of guidelines developed by the Center for Human Resource Research from tallies of subsamples of the returns.

The consistency edits for the interview schedules were completed on the computer by the Census Bureau. For the parts of the questionnaire that were similar to the CPS, a modified CPS edit was used. For all other sections separate consistency checks were performed. None of the edits included an allocation routine that was dependent on averages or random information from outside sources, since such allocated data could not be expected to be consistent with data from previous or subsequent surveys. However, where the answer to a question was obvious from others in the questionnaire, the missing answer was entered on the tape. To take an example from the initial survey of the middle-aged men, if item 39a ("Is there a compulsory retirement age where you work?") was blank but legitimate entries appeared in 39b and c ("At what age?" and "Would you like to work longer?") a "Yes" was inserted in 39a. In this case, only if 39a was marked "Yes" could 39b and c be filled; therefore the assumption was made that either the card punch operator failed to punch the item or the interviewer failed to mark it.

B. National Opinion Research Center (cohort of youth)

Sampling Procedures

The target population for this survey consists of eight groups:

1. Hispanic males 14-21
2. Hispanic females 14-21
3. Black, non-Hispanic males 14-21
4. Black, non-Hispanic females 14-21
5. Economically disadvantaged non-Black, non-Hispanic males 14-21
6. Economically disadvantaged non-Black, non-Hispanic females 14-21
7. All non-Black, non-Hispanic males 14-21
8. All non-Black, non-Hispanic females 14-21

For all cohorts, individuals were considered in the population if they were living within the 50 states or if they were on active military duty outside the United States. Excluded from these groups are individuals living in institutions on a permanent basis.

With the exception of individuals on active military duty, all sample selection was accomplished through a multistage, stratified area probability sample of dwelling units and group quarter units. A screening interview was administered at approximately 75,000 dwellings and group quarters distributed among 1,818 sample segments in 202 Primary Sampling Units.[11] Included in this screening interview was information which would allow the identification of persons eligible for sample membership.

Approximately 18,000 of the screening interviews were carried out among 918 sample segments in the 102 Primary Samplings Units constituting the NORC Master Probability Sample of the United States. This sample is designed to maximize the statistical efficiency of samples which are "cross-sectional" with respect to the general population. Specifically, through the several stages of sample selection (counties, enumeration districts-block groups, sample listing units), probabilities of selction are based upon either total population or total housing units.

The remaining 57,000 screening interviews were carried out among 900 sample segments in a 100 PSU sample specifically designed to produce statistically efficient samples of Groups 1-6. All stages of sampling, except the final stage, were carried out with probabilities proportional to a linear combination of population size for these groups. The effect of this procedure is to produce sample listing segments which vary significantly in terms of total population size but tend toward equality with respect to the target groups.

In the final stage of sample selection (i.e., dwelling units within sample listing segments), a moderate degree of oversampling was employed in order to increase the sample composition with respect to Groups 1-6. Since the use of oversampling tends to decrease sample efficiency, attempts were made to hold required oversampling to a minimum.

At all selected dwellings, attempts were made to obtain appropriate classification information for all persons living in the dwelling. In order to minimize the potential for "interviewer effect," survey interviewers were not informed about specific groups that would be included in the subsequent interviews.

Since certain classes of group members do not usually reside in dwelling units, procedures were also used to establish "linkages" between dwellings and these individuals. As part of the initial screening, household respondents were asked if there were any persons with primary family connections to household

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[11] A primary sampling unit is composed of either a single county or group of counties (SMSA). In certain special situations, state-defined units are termed "independent cities" or "parishes." In these instances, such units are used in the definition of primary sampling units.

members who were away from the household at the present time. Included in this group were college students, persons in the military, persons in prisons and other institutions. Household respondents were also asked to name persons who might occasionally stay at the dwelling who did not have any other "usual place of residence." For each individual identified in this process an attempt was made to determine whether or not the individual would be "linked" to some other household (e.g., college students living off campus in their own dwelling units). All individuals without other linkages were included in the household composition for purposes of subsampling. The only exception to this linkage occurred in the case of active military personnel who were sampled separately.

Selection of sample respondents for base year interviewing was based upon the individuals identified at the household screening phase. Base year samples for Groups 1-6 were selected from individuals identified in both screening samples (i.e., 102 PSU Cross-sectional Sample and 100 PSU Special Purpose Sample). To the extent that individuals identified in the screening phase were obtained with different probabilities of selection (because of selective oversampling), the selection of base year samples will attempt to minimize these probability differences.

Sample respondents in Groups 7 and 8 were selected from the 102 PSU Cross-sectional Sample. Restriction of subsampling for these groups to the 102 PSU National Sample is based upon considerations of per element statistical efficiency.

Individuals on Active Military Duty

Members on active military duty were sampled primarily from rosters provided by the Department of Defense. Sample selection was accomplished in two stages. In the first stage, a sample of approximately 200 "military units" was selected. These units were selected with probabilities proportional to the number of persons 14-21 within the unit. Within selected units, persons 14-21 were subsampled with probabilities inversely proportional to the first-stage selection probability. Separate samples were selected of males and females. A small number of military personnel living in their own households, not on military bases, were included in the household screening too.

The following principals were followed in decisions regarding weighting. Individual case weights are assigned to base year interviews in such a way as to produce group population projections when used in tabulations. The assignment of individual respondent weights involves at least three stages.

Stage One: The first stage in weighting involves the reciprocal of the probability of selection. Specifically, this probability of selection is a function of the probability of selection associated with the household in which the respondent was located as well as the subsampling (if any) applied to individuals identified in screening.

Stage Two: This stage of weighting attempts to adjust for differential response (cooperation) rates in both the screening phase and baseline interview. Differential cooperation rates are computed (and adjusted) on the basis of geographic location, group membership, and within group subclassification.

Stage Three: This stage of weighting attempts to adjust for certain types of random variation associated with sampling as well as sample "undercoverage." That ratio estimation is used to conform the sample to independently derived population totals.

III. DESCRIPTION OF THE NLS DATA

The National Longitudinal Surveys were designed primarily to analyze the sources of variation in the labor market behavior and experience of the age-sex subsets of the U.S. population represented by the samples. Thus, the information collected from the respondents in the several samples relates to variables that either represent significant aspects of labor market activity and labor market status or that are hypothesized to influence, or to be influenced by, such activity or status.

In order to know precisely what information is available and how it has been coded, there is no substitute for a careful examination of the interview schedules and codebooks. Researchers are cautioned that it is not possible within the space available in the Handbook to describe completely or with absolute precision the content of all of the interview schedules. Nevertheless, the following tables are designed to indicate in rather specific terms the more important variables included in the data tapes covering the first ten years for each of the four cohorts.

Although the classification is not entirely satisfactory, the variables are classified under the major headings of "labor market experience variables," "human capital and other socioeconomic variables," and "environmental variables."[12] The first two of these are further subdivided into somewhat narrower categories, under which the specific variables are listed. The designation of each variable is generally an abbreviated version of the question(s) on which it is based, the wording of which sometimes varies across cohorts or from one year to another. Thus, the user is cautioned that the relevant interview schedule and documentation must be consulted for the precise wording.

Tables 1 through 4 relate to the men, boys, women, and girls, respectively. Across the top of each table are the years in which the particular cohort has been surveyed, and in the stub are listed the variables that have been measured in any of the years. An asterisk in any cell, therefore, indicates that information for the designated variable was obtained for the particular cohort in the indicated year. In some cases the variable is derived directly from the response to a specific question in the interview schedule. In other cases the variable in question either has been created by the Center for Human Resource Research on the basis of responses to a series of questions in the survey instrument, or can be so constructed by the user. It must again be emphasized that the documentation must be consulted for a precise definition of each variable.

In the case of the new youth cohort, as of this writing only the initial interview schedule is available and there has not yet been a specification of the

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[12] The environmental variables have been added to the tape of the four original cohorts on the basis of characteristics of the labor market area in which the respondent resides, generally obtained from the decennial census. The Census Bureau's rules of confidentiality severely limit the number of such variables that can be used since a combination of several such variables might uniquely identify a respondent's area of residence in violation of Census policy.

variables as they will ultimately appear on the data tape. Table 5 presents an outline that summarizes the major elements of the content of the initial survey instrument.

Table 1

NLS Variables for Men 45-59, by Survey Year

Variable	1966	1967	1968	1969	1971	1973	1975	1976	1978
I. LABOR MARKET EXPERIENCE VARIABLES									
A. Current Labor Force and Employment Status									
Survey week labor force and employment status	*	*	*	*	*	*	*	*	*
Number of hours worked in survey week	*	*		*	*			*	
Number of weeks worked in past year	*	*	*	*	*	*	*	*	*
Number of hours usually worked per week in past year	*	*	*	*		*	*	*	*
Number of weeks unemployed in past year	*	*	*	*	*	*	*	*	*
Spells of unemployment in past year	*	*		*					
Number of weeks out of labor force in past year	*	*	*	*	*	*	*	*	*
B. Characteristics of Current or Last Job									
Occupation (Census code and index of occupational prestige)	*	*	*	*	*	*	*	*	*
Industry	*	*	*	*	*	*	*	*	*
Class of worker	*	*	*	*	*	*	*	*	*
Starting date	*	*		*	*	*	*	*	*
Number of hours per week usually worked		*	*	*	*			*	*
Hourly rate of pay	*	*		*	*			*	*
Commuting time and costs					*			*	
Covered by collective bargaining?				*	*			*	

Variable	1966	1967	1968	1969	1971	1973	1975	1976	1978
Is respondent union member?				*	*			*	
C. Work Experience Prior to Initial Survey									
Occupation, industry, class of worker, length of service, and reason for leaving first job after leaving school	*								
Occupation, industry, class of worker, length of service, and reason for leaving longest job since leaving school	*								
Best occupation since leaving school	*								
D. Work Experience since Previous Survey									
Occupation, industry, class of worker, hours per week, length of service, and reason for leaving intervening jobs+		*	*	*	*	*	*	*	*
Geographic mobility		*	*	*	*	*			
Interfirm mobility		*	*	*	*	*	*	*	*
Intrafirm mobility		*		*					
II. HUMAN CAPITAL AND OTHER SOCIO-ECONOMIC VARIABLES									
A. Early Formative Influences									
Nationality	*								
Type of residence at age 15	*								
Person(s) respondent lived with at age 15	*								
Occupation of head of household when respondent was 15	*								
Highest grade of school completed by father	*								

+Degree of detail varies among survey years.

Variable	1966	1967	1968	1969	1971	1973	1975	1976	1978
B. Migration									
Number of years at current residence	*								
Comparison of birth place to current residence	*								
C. Education									
Highest grade of school completed	*								
High school curriculum	*								
College degree received								*	
D. Training Outside Regular School									
Type(s) of training	*	*		*	*			*	
Duration of longest training program	*	*		*	*			*	
Whether training was completed	*	*		*	*			*	
Whether training is used in job	*	*		*	*			*	
E. Health and Physical Condition									
Self-rating of health	*			*					*
Does health limit work?	*			*	*	*	*	*	*
Duration of health limitation	*			*	*			*	
Functional limitations					*			*	
F. Marital and Family Characteristics									
Marital status	*	*		*	*	*	*	*	*
Number of dependents	*	*		*	*	*	*	*	*
Are respondent's parents living	*	*		*	*			*	
Number and age distribution of children living in household	*	*		*	*	*	*	*	*
Duration of health limitations of spouse	*			*	*			*	
Education of family members	*	*		*	*			*	

Variable	1966	1967	1968	1969	1971	1973	1975	1976	1978
Occupations of family members	*	*		*	*		*	*	*
Weeks and hours per week worked by family members in past year	*	*		*	*	*	*		*
G. Financial Characteristics									
Total net family assets+	*			*	*			*	
Total family income in past year	*	*	*	*	*	*	*	*	*
Income from farm or own business in past year	*	*		*	*	*	*	*	*
Income from wages or salary in past year	*	*		*	*	*	*	*	*
Income of spouse from wages or salary in past year	*			*	*		*	*	*
Income from unemployment compensation in past year	*	*		*	*			*	
Income from public assistance in past year	*	*		*	*	*	*	*	*
Income from social security in past year	*	*		*	*	*	*	*	*
Income from pensions in past year	*	*		*	*	*	*	*	*
Income from other sources in past year	*	*		*	*	*	*	*	*
H. Military Service									
Dates of service								*	
I. Job Attitudes									
How do you feel about your job?	*	*		*	*				
What are the things you like best about your job?	*	*		*	*				
What are the things you like least about your job?	*	*		*	*				
Rate of pay required to take hypothetical job in same area (employed respondents)	*	*			*				
Rate of pay required to take hypothetical job in different area (employed respondents)	*	*			*				

+Degree of detail on components varies across survey years.

Variable	1966	1967	1968	1969	1971	1973	1975	1976	1978
J. Work Attitudes									
What would respondent do if he lost current job?	*								
Would respondent continue to work if he had enough money to live on?	*								
Reaction to hypothetical job offer (respondents out of labor force)	*	*		*	*			*	*
Characteristics of job respondent is willing to take (respondents unemployed or out of labor force)	*	*		*	*			*	*
What is more important, high wages or liking work?	*								
K. Other Social Psychological Variables									
Rotter Internal-External Locus of Control score				*	*			*	
Attitude toward women working		*			*				
Attitudes toward selected aspects of life								*	*
L. Retrospective Evaluation of Labor Market Experience									
Perception of age discrimination					*			*	
Perception of race discrimination					*			*	
Perception of sex discrimination								*	
Perception of other discrimination					*			*	
Have you progressed, held your own, or moved backward over past 5 years?					*			*	
Over past 5 years, have job pressures increased, decreased, or remained the same?					*			*	
M. Retirement									
Leisure activities									*
Expected age of retirement	*	*		*	*	*	*	*	*
Respondent's plans after retirement	*	*		*	*			*	*
Mandatory retirement age	*	*		*	*			*	*
Attitude of wife toward respondent's retirement					*				

Variable	1966	1967	1968	1969	1971	1973	1975	1976	1978
Attitude of friends toward retirement					*				
Characteristics of pension plan								*	
Attitude of respondent toward retirement									*
III. ENVIRONMENTAL VARIABLES									
Size of local area labor force	*	*		*	*	*	*	*	
Local area unemployment rate	*	*		*	*	*	*	*	

Table 2

NLS Variables for Boys 14-24, by Survey Year

Variable	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
I. LABOR MARKET EXPERIENCE VARIABLES										
A. Current Labor Force and Employment Status										
Survey week labor force and employment status	*	*	*	*	*	*	*	*	*	*
Number of hours worked in survey week	*	*	*	*	*	*			*	
Number of weeks worked in past year	*	*	*	*	*	*	*	*	*	*
Number of hours usually worked per week in past year	*	*	*	*	*	*	*	*	*	*
Number of weeks unemployed in past year	*	*	*	*	*	*	*	*	*	*
Spells of unemployment in past year	*	*	*	*	*	*			*	
Number of weeks out of labor force in past year	*	*	*	*	*	*	*	*	*	*
B. Characteristics of Current or Last Job										
Occupation (Census code and index of occupational prestige)	*	*	*	*	*	*	*	*	*	*
Industry	*	*	*	*	*	*	*	*	*	*
Class of worker	*	*	*	*	*	*	*	*	*	*
Starting date	*	*	*	*	*	*	*	*	*	*
Number of hours per week usually worked		*	*	*	*	*	*	*	*	*
Hourly rate of pay	*	*	*	*	*	*	*	*	*	*
Commuting time and costs						*			*	
Covered by collective bargaining?				*	*	*			*	*
Is respondent union member?				*	*	*			*	*
Job Characteristics Inventory (abbreviated version--variety, autonomy, task identity, feedback, dealing with others, friendship opportunities)										*

Variables	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
C. Work Experience Prior to Initial Survey										
Occupation and industry of job held during last year in high school	*									
Occupation, industry, class of worker, length of service, and reason for leaving first job after leaving school	*									
D. Work Experience since Previous Survey										
Occupation, industry, class of worker, hours per week, length of service, and reason for leaving intervening jobs+		*	*	*	*	*			*	*
Geographic mobility		*	*	*	*	*				
Interfirm mobility		*	*	*	*	*	*	*	*	*
Intrafirm mobility		*	*	*						
II. HUMAN CAPITAL AND OTHER SOCIO-ECONOMIC VARIABLES										
A. Early Formative Influences										
Nationality	*									
Type of residence at age 14	*									
Residence at age 18	*									
Person(s) respondent lived with at age 14	*									
Occupation of head of household when respondent was 14	*									
Highest grade of school completed by father	*									
Highest grade of school completed by mother	*									
Were magazines available in home at age 14?	*									
Were newspapers available in home at age 14?	*									

+Degree of detail varies among survey years.

Variables	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
Was a library card available in home at age 14?	*									
Parental encouragement to continue education past high school					*	*				
B. Migration										
Number of years at current residence	*									
Comparison of birth place to current residence	*									
C. Education										
Current enrollment status	*	*	*	*	*	*	*	*	*	*
Highest grade of school completed	*	*	*	*	*	*	*	*	*	*
Reason stopped attending high school	*	*	*	*	*	*				
Is (was) school public or private	*	*	*	*	*	*			*	
High school curriculum	*	*	*	*	*	*			*	
High school subjects enjoyed most	*									
High school subjects enjoyed least	*									
High school activities	*									
Index of high school quality	*									
Index of college quality					*	*				
College degree received	*	*	*	*	*	*	*	*	*	*
Field of specialization in college	*	*	*	*	*	*	*	*	*	*
Reason for selecting college major	*									
Field of study enjoyed most in college	*									
Field of study enjoyed least in college	*									
College tuition	*	*	*	*	*	*			*	
Financial aid in college	*	*	*	*	*	*	*	*	*	*
Reason for dropping out of college		*	*	*	*	*				

Variables	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
Evaluation of educational experience	*									
Do you feel that not having more education has hurt you in any way? Why?	*									
D. Training outside Regular School										
Type(s) of training	*	*	*	*	*	*	*	*	*	*
Duration of longest training program	*	*	*	*	*	*	*	*	*	*
Whether training was completed	*	*	*	*	*	*			*	*
Whether training is used in job	*	*	*	*	*	*			*	
Journeyman's card obtained?										*
E. Health and Physical Condition										
Does health limit work?	*		*		*	*	*	*	*	*
Does health limit school activity?	*		*		*	*	*	*		
Duration of health limitation	*		*		*	*			*	
Functional limitations						*			*	
F. Marital and Family Characteristics										
Marital status	*	*	*	*	*	*	*	*	*	*
Number of dependents	*	*	*	*	*	*	*	*	*	*
Are respondent's parents living?	*	*	*	*						
Number and age distribution of children living in household	*	*	*	*	*	*	*	*	*	*
Number of weeks worked by father in past year	*	*	*	*						
Current occupation of father	*	*	*	*						
Number of weeks worked by mother in past year	*	*	*	*						
Current occupation of mother	*	*	*	*						
Duration of health limitations of spouse	*		*		*	*			*	
Education of family members	*	*	*	*	*	*			*	*
Occupations of family members	*	*	*	*	*	*	*	*	*	*

Variables	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
Weeks and hours per week worked by family members in past year	*	*	*	*	*	*	*	*	*	*
G. Financial Characteristics										
Total net family assets+	*				*	*			*	
Total family income in past year	*	*	*	*	*	*	*	*	*	*
Income from farm or own business in past year	*	*	*	*	*	*	*	*	*	*
Income from wages or salary in past year	*	*	*	*	*	*	*	*	*	*
Income of spouse from wages or salary in past year	*	*	*	*	*	*			*	*
Income from unemployment compensation in past year	*	*	*	*	*	*	*	*	*	*
Income from public assistance in past year	*	*	*	*	*	*		*	*	*
Income from other sources in past year	*	*	*	*	*	*	*	*	*	*
H. Military Service										
Branch of armed forces	*			*		*			*	
Months spent in armed forces	*			*		*			*	
Military occupation held longest	*			*		*			*	
How entered armed forces	*			*		*			*	
Did military service help or hurt career?						*			*	
Current draft classification		*	*	*	*	*				
I. Job Attitudes										
How do you feel about your job?	*	*	*	*	*	*				*
What are the things you like best about your job?	*	*	*	*	*	*				*
What are the things you like least about your job?	*	*	*	*	*	*				*

+Degree of detail on components varies across survey years.

Variables	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
Rate of pay required to take hypothetical job in same area (employed respondents)	*	*	*	*	*	*				
Rate of pay required to take hypothetical job in different area (employed respondents)	*	*	*	*	*	*				
Facet-Specific Job Satisfaction Index (Jobsat '72 Short-form developed by Robert Quinn from University of Michigan's 1972 and 1977 Quality of Employment Surveys)										*
J. Work Attitudes										
What would respondent do if he lost current job?	*									
Would respondent continue to work if he had enough money to live on?				*		*				
Reaction to hypothetical job offer (respondents out of labor force)	*	*	*	*	*	*	*		*	
Characteristics of job respondent is willing to take (respondents unemployed or out of labor force)	*	*	*	*	*	*	*		*	*
What is more important, high wages or liking work?	*									
K. Educational and Occupational Aspirations and Expectations										
Would you like to receive more education or training?	*	*	*	*	*	*			*	
How much education do you think you will actually get?	*			*	*	*			*	
What do you expect to do when you leave school?	*									
What kind of work would you like to be doing at age 30?	*	*	*	*	*	*	*	*	*	
Expectation of achieving occupational goal	*									
L. Other Social Psychological Variables										
Knowledge of world of work score	*									
Rotter Internal-External Locus of Control Score			*		*		*			
IQ score			*							

Variables	1966	1967	1968	1969	1970	1971	1973	1975	1976	1978
Attitude toward women working						*			*	
M. Retrospective Evaluation of Labor Market Experience										
Perception of age discrimination						*			*	
Perception of race discrimination						*			*	
Perception of sex discrimination						*			*	
Perception of other discrimination						*			*	
Have you progressed, held your own, or moved backward over past 5 years?						*			*	
Over past 5 years, have job pressures increased, decreased, or remained the same?									*	
III. ENVIRONMENTAL VARIABLES										
Size of local area labor force	*	*	*	*	*	*	*	*	*	
Local area unemployment rate	*	*	*	*	*	*	*	*	*	
Presence of accredited college in local area	*									

Table 3

NLS Variables for Women 30-44, by Survey Year

Variable	1967	1968	1969	1971	1972	1974	1976	1977	1979
I. LABOR MARKET EXPERIENCE VARIABLES									
A. Current Labor Force and Employment Status									
Survey week labor force and employment status	*	*	*	*	*	*	*	*	*
Number of hours worked in survey week	*		*	*	*	*	*	*	*
Number of weeks worked in past year	*	*	*	*	*	*	*	*	
Number of hours usually worked per week per past year	*	*	*	*	*	*	*	*	
Number of weeks unemployed in past year	*	*	*	*	*	*	*	*	
Spells of unemployment in past year	*		*					*	
Number of weeks out of labor force in past year	*	*	*	*	*	*	*	*	
B. Characteristics of Current or Last Job									
Occupation (Census code and index of occupational prestige)	*	*	*	*	*	*	*	*	*
Industry	*	*	*	*	*	*	*	*	*
Class of worker	*	*	*	*	*	*	*	*	*
Starting date	*	*	*	*	*	*	*	*	*
Number of hours per week usually worked	*		*	*	*	*	*	*	*
Hourly rate of pay	*		*	*	*	*	*	*	*
Commuting time and costs	*		*		*			*	
Covered by collective bargaining?				*	*			*	
Is respondent union member?				*	*			*	
Shift worked									*

Variable	1967	1968	1969	1971	1972	1974	1976	1977	1979
C. Work Experience Prior to Initial Survey									
Occupation, industry, class of worker, length of service, and reason for leaving first job after leaving school (never married respondents)	*								
Occupation, industry, class of worker, length of service, and reason for leaving longest job since leaving school (never married respondents)	*								
Occupation, industry, class of worker, length of service, and reason for leaving longest job between school and marriage	*								
Occupation, industry, class of worker, length of service, and reason for leaving longest job between marriage and first birth	*								
Occupation, industry, class of worker, length of service and reason for leaving longest job since first birth	*								
Number of years since leaving school respondent worked six months or more+	*								
D. Work Experience since Previous Survey									
Occupation, industry, class of worker, hours per week, length of service, and reason for leaving intervening jobs++		*	*	*	*			*	*
Geographic mobility		*	*	*	*				
Interfirm mobility		*	*	*	*	*			*
Intrafirm mobility			*						

+For married women with children, this is broken down into three periods: (1) between leaving school and marriage; (2) between marriage and first birth; (3) since first birth.

++Degree of detail varies among survey years.

Variable	1967	1968	1969	1971	1972	1974	1976	1977	1979
II. HUMAN CAPITAL AND OTHER SOCIO-ECONOMIC VARIABLES									
A. Early Formative Influences									
Nationality	*								
Type of residence at age 15	*								
Person(s) respondent lived with at age 15	*								
Occupation of head of household when respondent was 15	*								
Highest grade of school completed by father	*								
Highest grade of school completed by mother	*								
Occupation of mother when respondent was 15	*								
B. Migration									
Number of years at current residence	*								
Comparison of birth place to current residence	*								
C. Education									
Current enrollment status								*	
Highest grade of school completed	*							*	
High school curriculum	*								
College degree received								*	*
Field of specialization in college	*							*	
D. Training outside Regular School									
Type(s) of training	*		*	*	*			*	*
Duration of longest training program	*		*	*	*			*	*
Whether training completed	*		*	*	*			*	
Whether training is used in job	*		*	*	*			*	*

Variable	1967	1968	1969	1971	1972	1974	1976	1977	1979
E. Health and Physical Condition									
Self-rating of health	*								
Does health limit work?	*		*	*	*	*	*	*	*
Does health limit housework?	*		*	*	*	*	*		*
Duration of health limitations	*			*				*	
Functional limitations				*				*	
F. Marital and Family Characteristics									
Marital status	*		*	*	*	*	*	*	*
Husband's attitude toward respondent's working	*				*			*	
Marital and child-acquisition history	*							*	
Number of dependents	*		*	*	*			*	*
Are respondent's parents living?	*		*	*	*				
Number and age distribution of children living in household	*		*	*	*	*	*	*	
Regular child care arrangements	*		*	*	*			*	
Cost of child care arrangments	*		*	*	*				
Preferred child care arrangement				*					
Attitude toward child care centers				*					
Duration of health limitations of spouse	*			*				*	
Education of family members	*		*	*	*			*	*
Occupations of family members	*		*	*	*	*	*	*	*
Weeks and hours per week worked by family members in past year	*		*	*	*	*	*	*	*
Unemployment of husband									*

Variable	1967	1968	1969	1971	1972	1974	1976	1977	1979
G. Financial Characteristics									
Total net family assets+	*		*	*	*			*	
Total family income in past year	*	*	*	*	*	*	*	*	*
Income from farm or own business in past year	*		*	*	*	*	*	*	*
Income from wages or salary in past year	*		*	*	*	*	*	*	*
Income of spouse from wages or salary in past year	*		*	*	*	*	*	*	*
Income from unemployment compensation in past year	*		*	*	*			*	*
Income from public assistance in past year	*		*	*	*	*	*	*	*
Income from social security in past year	*		*	*	*			*	*
Income from pensions in past year	*		*	*	*	*	*	*	*
Income from other sources in past year	*		*	*	*	*	*	*	*
H. Job Attitudes									
How do you feel about your job?	*		*	*	*			*	*
What are the things you like best about your job?	*		*	*	*			*	*
What are the things you like least about your job?	*		*	*	*			*	*
Rate of pay required to take hypothetical job in same area (employed respondents)	*		*	*	*				
Rate of pay required to take hypothetical job in different area (employed respondents)				*	*				
I. Work Attitudes									
What would respondent do if she lost current job?	*		*						

+Degree of detail on components varies across survey years.

Variable	1967	1968	1969	1971	1972	1974	1976	1977	1979
Would respondent continue to work if she had enough money to live on?	*		*		*	*	*		
Reaction to hypothetical job offer (respondents out of labor force)			*	*	*	*	*	*	
Characteristics of job respondent is willing to take (respondents unemployed or out of labor force)	*		*	*	*		*	*	
What is more important, high wages or liking work?	*		*						
Attitude toward women working	*				*			*	
Volunteer activities									*
J. Other Social Psychological Variables									
Rotter Internal-External Locus of Control score			*		*			*	
K. Retrospective Evaluation of Labor Market Experience									
Perception of age discrimination					*			*	
Perception of race discrimination					*			*	
Perception of sex discrimination					*			*	
Perception of other discrimination					*			*	
Have you progressed, held your own, or moved backward over past 5 years?					*			*	
Over past 5 years, have job pressures increased, decreased, or remained the same					*			*	
L. Retirement									
Respondent's retirement expectations									*
Husband's retirement expectations									*
III ENVIRONMENTAL VARIABLES									
Size of local area force	*	*	*	*	*	*	*	*	
Local area unemployment rate	*	*	*	*	*	*	*	*	
Index of demand for female labor	*		*	*	*				

Table 4

NLS Variables for Girls 14-24, by Survey Year

Variable	1968	1969	1970	1971	1972	1973	1975	1977	1978
I. LABOR MARKET EXPERIENCE VARIABLES									
A. Current Labor Force and Employment Status									
Survey week labor force and employment status	*	*	*	*	*	*	*	*	*
Number of hours worked in survey week	*	*	*	*	*	*	*	*	*
Number of weeks worked in past year	*	*	*	*	*	*	*	*	*
Number of hours usually worked per week in past year	*	*	*	*	*	*	*	*	*
Number of weeks unemployed in past year	*	*	*	*	*	*	*	*	*
Spells of unemployment in past year	*	*							
Number of weeks out of labor force in past year	*	*	*	*	*	*	*	*	*
B. Characteristics of Current or Last Job									
Occupation (Census code and index of occupational prestige)	*	*	*	*	*	*	*	*	*
Industry	*	*	*	*	*	*	*	*	*
Class of worker	*	*	*	*	*	*	*	*	*
Starting date	*	*	*	*	*	*	*	*	*
Number of hours per week usually worked	*	*	*	*	*	*	*	*	*
Hourly rate of pay	*	*	*	*	*	*	*	*	*
Commuting time and costs	*					*			*
Covered by collective bargaining?			*	*	*	*		*	*
Is respondent union member?			*	*	*	*		*	*

Variables	1968	1969	1970	1971	1972	1973	1975	1977	1978
C. Work Experience Prior to Initial Survey									
Occupation and industry of job held during last year in high school	*								
Occupation, industry, class of worker, length of service, and reason for leaving first job after leaving school	*								
D. Work Experience since Previous Survey									
Occupation, industry, class of worker, hours per week, length of service, and reason for leaving intervening jobs+		*	*	*	*	*			*
Geographic mobility		*	*	*	*				
Interfirm mobility		*	*	*	*	*	*	*	*
Intrafirm mobility		*							
II. HUMAN CAPITAL AND OTHER SOCIO-ECONOMIC VARIABLES									
A. Early Formative Influences									
Nationality	*								
Type of residence at age 14	*								
Residence at age 18	*								
Person(s) respondent lived with at age 14	*								
Occupation of head of household when respondent was 14	*								
Highest grade of school completed by father	*								
Highest grade of school completed by mother	*								
Were magazines available in home at age 14?	*								

+Degree of detail varies among survey years.

Variables	1968	1969	1970	1971	1972	1973	1975	1977	1978
Were newspapers available in home at age 14?	*								
Was a library card available in home at age 14?	*								
Parental encouragement to continue education past high school				*	*				
B. Migration									
Number of years at current residence	*								
Comparison of birth place to current residence	*								
C. Education									
Current enrollment status	*	*	*	*	*	*	*	*	*
Highest grade of school completed	*	*	*	*	*	*	*	*	*
Reason stopped attending high school		*	*	*	*	*			
Is (was) school public or private	*	*	*	*	*	*			*
High school curriculum	*	*	*	*	*	*			
High school subjects enjoyed most	*								
High school subjects enjoyed least	*								
High school activities	*								
Index of high school quality	*								
Index of college quality			*		*				
College degree received	*	*	*	*	*	*	*	*	*
Field of specialization in college	*	*	*	*	*	*	*	*	*
Reason for selecting college major	*								*
Field of study enjoyed most in college	*								
Field of study enjoyed least in college	*								

Variables	1968	1969	1970	1971	1972	1973	1975	1977	1978
College tuition	*	*	*	*	*	*			*
Financial aid in college	*	*	*	*	*	*	*	*	*
Reason for dropping out of college	*	*	*	*	*	*			
Evaluation of educational experience	*								
Do you feel that not having more education has hurt you in any way? Why?	*								
D. Training outside Regular School									
Type(s) of training	*	*	*	*	*	*	*	*	*
Duration of longest training program	*	*	*	*	*	*	*	*	*
Whether training was completed	*	*	*	*	*	*	*	*	*
Whether training is used in job	*	*	*	*	*	*	*	*	*
E. Health and Physical Condition									
Does health limit work?	*		*	*		*	*	*	*
Does health limit school activity?	*		*	*		*			
Does health limit housework?	*			*		*			
Duration of health limitation	*		*	*		*	*	*	*
Functional limitations				*					*
F. Marital and Family Characteristics									
Marital status	*	*	*	*	*	*	*	*	*
Husband's attitude toward respondent's working	*				*				*
Marital and child-acquisition history									*
Number of dependents	*	*	*	*	*	*			*
Are respondent's parents living?	*	*	*		*	*			
Number and age distribution of children living in household	*	*	*	*	*	*	*	*	*

Variables	1968	1969	1970	1971	1972	1973	1975	1977	1978
Regular child care arrangements	*	*	*	*	*		*	*	*
Cost of child care arrangements	*	*	*	*	*		*	*	*
Preferred child care arrangements				*					
Attitude toward child care centers				*					
Number of children respondent considers ideal				*		*			*
Number of children respondent expects to have				*		*			*
Number of weeks worked by father in past year	*	*	*		*	*			
Current occupation of father	*	*	*		*	*			
Number of weeks worked by mother in past year	*	*	*		*	*			
Current occupation of mother	*	*	*		*	*			
Duration of health limitations of spouse	*		*	*		*			*
Education of family members	*	*	*	*	*	*		*	*
Occupations of family members	*	*	*	*	*	*	*	*	*
Weeks and hours per week worked by family members in past year	*	*	*	*	*	*	*	*	*
G. Financial Characteristics									
Total net family assets+	*			*	*	*			*
Total family income in past year	*	*	*	*	*	*	*	*	*
Income from farm or own business in past year	*	*	*	*	*	*	*	*	*
Income from wages or salary in past year	*	*	*	*	*	*	*	*	*
Income of spouse from wages or salary in past year	*	*	*	*	*	*	*	*	*
Income from unemployment compensation in past year	*	*	*	*	*	*	*	*	*
Income from public assistance in past year	*	*	*	*	*	*	*	*	*

+Degree of detail on components varies across survey years.

Variables	1968	1969	1970	1971	1972	1973	1975	1977	1978
Income from social security in past year									*
Income from other sources in past year	*	*	*	*	*	*	*	*	*
H. Job Attitudes									
How do you feel about your job?	*	*	*	*	*	*			*
What are the things you like best about your job?	*	*	*	*	*	*			*
What are the things you like least about your job?	*	*	*	*	*	*			*
Rate of pay required to take hypothetical job in same area (employed respondents)	*	*	*	*	*	*			*
Rate o. pay required to take hypothetical job in different area (employed respondents)	*	*	*	*	*	*			
I. Work Attitudes									
What would respondent do if she lost current job?	*								
Would respondent continue to work if she had enough money to live on?			*		*				*
Reaction to hypothetical job offer (respondents out of labor force)	*	*	*	*	*	*	*	*	*
Characteristics of job respondent is willing to take (respondents unemployed or out of labor force)	*	*	*	*	*	*			*
What is more important, high wages or liking work?	*					*			
Attitude toward women working	*				*				*
J. Educational and Occupational Aspirations and Expectations									
Would you like to receive more education or training?	*	*	*	*	*	*			*
How much education do you think you will actually get?	*		*	*	*	*			
What do you expect to do when you leave school?	*								
What would you like to be doing when you are 35 years old?	*	*	*	*	*	*	*	*	*
Expectation of achieving occupational goal	*								

Variables	1968	1969	1970	1971	1972	1973	1975	1977	1978
K. Other Social Psychological Variables									
Knowledge of world of work score		*							
Rotter Internal-External Locus of Control Score			*			*			*
IQ Score	*								
L. Retrospective Evaluation of Labor Market Experience									
Perception of age discrimination					*				*
Perception of race discrimination					*				*
Perception of sex discrimination					*				*
Perception of other discrimination					*				*
Have you progressed, held your own, or moved backward over past 5 years?									*
III. ENVIRONMENTAL VARIABLES									
Size of local area labor force	*	*	*	*	*	*	*	*	*
Local area unemployment rate	*	*	*	*	*	*	*	*	*
Index of demand for female labor	*	*	*	*	*	*			
Presence of accredited college in local area	*	*	*						

Table 5

NLS Variables for Youth Cohort, 1979 Interview

I. LABOR MARKET EXPERIENCE VARIABLES

A. Current Labor Force and Employment Status

Survey week labor force and employment status
Number of hours worked in survey week
Number of weeks worked since January 1, 1978
Number of hours usually worked per week since January 1, 1978
Number of weeks unemployed since January 1, 1978
Spells of unemployment since January 1, 1978
Number of weeks out of labor force since January 1, 1978

B. Characteristics of Current or Last Job

Occupation (Census code and index of occupational prestige)
Industry
Class of worker
Starting date
Number of hours per week usually worked
Hourly rate of pay
Commuting time to current job
Covered by collective bargaining?
Is respondent union member?
Availability of vacation and insurance benefits on current job
Reason for leaving last job

C. Work Experience Prior to January 1, 1978

Occupation and industry of job held during last year
Occupation, industry, class of worker, length of service, and reason for leaving first job after leaving school
Weeks and hours per week worked since 18th birthday

II. HUMAN CAPITAL AND OTHER SOCIO-ECONOMIC VARIABLES

A. Early Formative Influences

Nationality and birthplace
Type of residence at age 14
Residence at age 18
Person(s) respondent lived with at age 14
Occupation of primary male adult and primary female adult when respondent was 14
Highest grade of school completed by father
Highest grade of school completed by mother
Were magazines available in home at age 14?
Were newspapers available in home at age 14?
Was library card available in home at age 14?
Current and past religion
Whether language other than English spoken when respondent was a child
Birthplace of parents

B. Migration

Number of years at current residence
Comparison of birth place to current residence
Characteristics of previous residences

C. Education

Current enrollment status
Highest grade of school completed
Reason stopped attending high school
Is (was) school public or private
High school curriculum
Index of high school quality
Index of college quality
College degree received
Field of specialization in college
College tuition
Financial aid in college
Attitude toward selected aspects of educational experience

D. Training outside Regular School

Type(s) of training
Duration of training programs
Whether training was completed
Whether training is used in job
Whether obtained degree, certificate or journeyman's card
Usual hours per week spent in training

E. Government Training Programs

Participation in programs
Aspects liked most and least about programs
Satisfaction with program
Evaluation of program's effectiveness
Type of program
Services provided by program
Length of participation in program
Hours per week and per day spent in program
Amount of income from participating in program

F. Health and Physical Condition

Does health limit work?
Duration of health limitation
Functional limitations
Type and degree of limitation

G. Marital and Family Characteristics

Marital status
Number of dependents
Are respondent's parents living?
Number and age distribution of children living in household
Occupation of father in 1978
Number of weeks worked by mother in past year
Occupation of mother in 1978
Education of family members
Occupation of spouse
Periods of living away from parents
Extent of work by mother and father in 1978
Number and duration of marriages
Extent of work by spouse in 1978
Expected number of children
Age at which respondent expects to marry

H. Financial Characteristics

Assets of respondent (and spouse)
Total family income in 1978
Income from farm or own business in 1978 of respondent (and spouse)
Income from wages or salary in 1978
Income of spouse from wages or salary in 1978
Income from unemployment compensation in 1978 of respondent (and spouse)
Income from public assistance in 1978
Income from other sources in 1978
Income from food stamps in 1978

I. Military Service (current or past)

Branch of armed forces
Months spent in armed forces
Military occupation
ROTC or officer training
Enlistment characteristics
Reserve or guard activities
Pay grade and income
Type and amount of military training
Formal education received while in service
Future military plans

J. Job Attitudes

How do you feel about your job?
Job characteristics and satisfaction scale

K. Work Attitudes

Would respondent continue to work if he/she had enough money to live on?
Characteristics of job respondent is willing to take (respondents unemployed or out of labor force)
Would respondent work if not financially necessary?

L. Educational and Occupational Aspirations and Expectations

Would you like to receive more education or training? Type?

How much education do you think you will actually get?
What kind of work would you like to be doing at age 35?
Expectation of achieving occupational goal

M. Other Social Psychological Variables

Knowledge of world of work score
Rotter Internal-External Locus of Control Score (4 items)
IQ score
Attitude toward women working

N. Retrospective Evaluation of Labor Market Experience

Perception of age discrimination
Perception of race discrimination
Perception of sex discrimination
Reason for problems in obtaining employment

O. Significant Others

Person having most influence on respondent
Area of influence

III. ENVIRONMENTAL VARIABLES

Size of local area labor force
Local area unemployment rate
Presence of accredited college in local area

IV. THE PUBLIC-USE TAPES AND THE NLS CLEARING HOUSE

Under its contract with the Department of Labor, the Center for Human Resource Research has the responsibility of making revised National Longitudinal Surveys data tapes and documentation available to the research community at the (marginal) cost of producing them. The Center has also the responsibility of serving as a clearing house both with respect to problems that are discovered in the data files and with respect to ongoing and completed research. In this section, we discuss the schedule for releasing the revised tapes and documentation, the procedure for ordering data files, and the clearing house mechanism.

A. The Data Files

Availability By early 1979, data files had been made available covering the 1966-1976 surveys of the men, the 1967-1976 surveys of the women, the 1966-1975 surveys of the boys, and the 1968-1975 surveys of the girls. The release dates for updated, cumulated versions of the data files containing later surveys will, in general, be nine months after the relevant data tape is delivered by the Bureau of the Census to the Center.

The data file made available to a purchaser at any given time will include the cumulative record for the relevant cohort up to that time. For example, the present file for the cohort of young men includes all data from the 1966-1975 surveys. At each new release date for a given cohort, the data file will be revised not only to include the additional survey year, but also to correct any errors in the data that have been called to the attention of the Center.

Price At any given time, the total price of the cumulated data file for each of the cohorts is $300.00. For example, if the 1967-1974 data file for women had been purchased in the spring of 1977, the price would have been $300.00. If, after the addition of the 1976 data, the cumulated data file for this cohort was ordered either by a previous tape owner or by a new purchaser, the price would be the same ($300.00). The price for a cumulated data file entitles the purchaser to the following package of material.

1. A computer data tape.[13]
2. The NLS Handbook.
3. One copy of each of the interview schedules for the relevant cohort.
4. One copy of each of the interviewers' reference manuals for the relevant cohort.

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[13] Purchasers who require a tape of record layout other than the standard options given on the order form should contact the NLS Users' Office.

5. One copy of the code book, which describes and defines each variable, indicates its location on the data file, and presents its frequency distribution. Additional copies of the printed codebooks may be purchased at any time from the NLS Users' Office. These are available to anyone wishing to acquire them. However, we caution against the use of codebooks not purchased simultaneously with the data tapes due to the fact that codebooks are periodically updated and thus may not be an accurate representation of earlier or later data tapes. The price of each additional codebook is $65.00.

6. Two indexes of all variables, designed to facilitate the use of the data: one arranged numerically by tape location and the other arranged alphabetically by key words. Two copies of each index will be included.

7. For those whose computer system can use it, a copy of the documentation on computer tape.

For persons who need more specific information about the content of the data tapes before deciding whether they will be useful, we offer the following: one copy of each questionnaire plus one copy of the alphabetic index of all variables. The price for this package is $15.00 per cohort, which is deducted from the price of the data files if they are subsequently purchased. Also, the Employment and Training Administration of the U.S. Department of Labor has placed this material in approximately 250 university libraries throughout the country. A list of these libraries is available on request from the Employment and Training Administration Utilization Division, Room 9112, 601 D Street, N.W., Washington, D.C. 20213.

B. Clearing House for Data Problems

The extensive revision of the data files has uncovered a number of errors in the original tapes that have required correction as well as inaccuracies or lack of clarity in the documentation. Moreover, despite elaborate precautions, it is not improbable that errors have been introduced into the data during the process of tape revision. Finally, since there was no attempt to conduct an exhaustive evaluation of every variable on the tapes, there may be errors in the revised data files that have been carried over from the original versions. For all of these reasons, it is not unlikely that as research proceeds with the revised NLS data files at Ohio State and elsewhere, questions will arise concerning suspected errors in the tapes or the documentation. The Center for Human Resource Research is prepared to investigate questions of this kind which should be brought to the attention of:

Ms. Ellen Kreider
NLS Archives
Center for Human Resource Research
1375 Perry Street, Suite 585
Columbus, Ohio 43201
(614) 422-1064

As errors are discovered and corrected on the master tape, the Center for Human Resource Research makes such corrections available to persons who have previously purchased the data file in question. Unless the error is of major consequence, this is usually done in conjunction with the release of an additional wave of data for the cohort in question. When a new release is available, purchasers are notified by mail and are offered the options of (a) purchasing the newly released data tapes (including all corrections); (b) receiving instructions for correcting the data tape(s) they already possess as well as documentation pages for all variables that have been changed; or (c) opting for neither of the above. If we do not hear from a tape owner to whom such a notice is sent within a specified period (usually 30 days), we will drop the person's name from our active files on the assumption that he (she) is no longer interested in using the data.

Documentation Where there is a lack of clarity, an apparent inconsistency, an apparent omission, or a similar problem relating to the documentation, it can be presented either by mail or telephone. In the former case, please indicate the name of the individual who had originally purchased the data tape and documentation.

Data files Users who identify what they believe to be errors in the content of the data files are urged to report these in writing, since matters of this kind will rarely be able to be resolved in a telephone conversation. In communications of this kind, care should be taken to identify the problem as precisely and with as much detail as possible. Specifically, there should be an exact definition of the universe of respondents under consideration and a brief statement of the nature of the problem. Variables in question should be identified by reference number, and attributes by their numeric codes. The process of checking matters of this kind may frequently be facilitated if the request for clarification is accompanied by a copy of the computer output which gives rise to the question, along with a listing of the deck which produced the run. Lastly, the request should include the name and telephone number of the person to be contacted in the event that further information is required.

C. Clearing House for Research

In order that researchers working with the NLS data may be apprised of comparable or related studies going on elsewhere, the Center has assumed the responsibility of serving as a clearing house for information relating to completed research as well as research projects in progress utilizing the NLS data.

NLS Newsletter As a means of communicating this information as well as other developments relating to the NLS, the Center prepares and distributes to all tape purchasers and other interested persons a quarterly NLS Newsletter which contains titles and citations of completed research reports, brief descriptions of research projects in progress, information relating to the status and availability of data tapes, and other information of general interest. All purchasers of the NLS data files are sent questionnaires approximately a month to six weeks before publication of the Newsletter requesting information of this type.

V. CHARACTERISTICS OF NLS DATA FILES

In revising the data files, the Center has been guided by the objective of making them readily usable by the largest possible number of researchers. To this end, all alphabetic and "wild" (illegal) codes that had appeared on the original versions of the tapes have been eliminated. In addition, the coding of a number of variables has been standardized across surveys and across cohorts, although this process has not been carried as far as might ideally have been desired. In this section, the major characteristics of the revised data files are described.

A. Tape Format

Several alternative tape formats are available to accommodate a wide variety of computer processing installations. The standard options, identified on the NLS Order Form, involve various combinations of alternative tape recording and coding techniques. In all cases, however, one logical record will contain all the data accumulated for a given respondent. The length of each record[14] is determined by the number of variables for each respondent, which, of course, is constant for a given release. Thus, every release of the women's cohort, for example, will consist of 5,083 fixed-length records.

B. Variable Attributes

In order to facilitate retrieval of the data, each variable on the revised public-use tapes has a uniform length of four characters (bytes). Variable numbers (Vbl#) have been assigned to identify the relative location of each variable within a record.[15] The absolute address of a given variable can be determined very simply from this information.

The following FORTRAN example, which is applicable only to the BCD and EBCDIC options, illustrates the advantages of fixed length variables identified by variable numbers.

```
      REAL*4  X(1500)
      READ (2,1)  X
1     FORMAT (15 (100F4.0))
      IF (X(530) .LE. 0.) GO TO 10
      RATIO = (X(119) +X(1485)) / X(530)
C RATIO INVOLVES VBL#'S 119, 1485, AND 530
   10 CONTINUE
```

---

[14] In this section, "record" refers to a logical record rather than a physical record.

[15] While additional variables will be added in subsequent releases of the data tapes, these will be assigned new variable numbers. Variable numbers, once assigned, will not be changed unless it is necessary to do so to correct an error.

Several other conventions have been uniformly followed in order to facilitate data processing:

1. The only characters which occur on the tapes are

   -, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

2. All values are represented as integers. Some variables (e.g., HOURLY RATE OF PAY) may have an implied decimal, but no fractions occur.

3. Codes are padded with high-order zeroes.

4. Negative codes are indicated by a minus sign (-) in the leftmost byte.

C. Split Variables

An apparent contradiction to the fixed-length rule is the fact that some variables have values which require more than four characters (x 9999 or x -999). To accommodate these variables, two contiguous variable locations are used to contain the data. Except for the sampling weight (seven characters), the only variables that exceed four characters as of the present writing are certain monetary variables.

In a split variable, the leftmost location contains the thousands portion of the value; the rightmost location contains the remainder. When the value is negative, both "subvariables" contain a minus sign. To illustrate, if variable numbers 57 and 58 identify a split income variable, then

$$\text{INCOME} = 1000 * X(57) + X(58)$$

would determine the true value of the variable. The following table illustrates how representative values are coded as split and as "nonsplit" variables.

Representation of Some Typical Values
Encoded in BCD and EBCDIC

Value	Split Variables X(I)	Split Variables X(I + L)	Nonsplit Variables X(I)
0	0000	0000	0000
8	0000	0008	0008
1000	0001	0000	1000
1234	0001	0234	1234
22333	0022	0333	must be split
345678	0345	0678	must be split
-1	-000	-001	-001
-235	-000	-235	-235
-2345	-002	-345	must be split
-98765	-098	-765	must be split

D. Floating Point Binary

The floating point binary option is strongly recommended to those researchers whose computer installations are compatible with IBM 360/370. Users will find this option particularly attractive since it presents a core image of the data. The following FORTRAN example should help explain how to use this option.

```
      REAL*4   X(1300), NA, DK
      NA = -(16.**10)
      DK = -512000.
      READ (2,1) X
    1 FORMAT (13 (100A4))
C   'A' FORMAT IS ESSENTIAL IN FORTRAN
      IF (X(17) .EQ. NA .OR. X(17) .EQ.DK) GO TO 10
      IF (X(17) .NE. 0.) ANSWER = X(223) / X(17)
   10 CONTINUE
```

The following is a PL/I example of the same problem.

```
DCL   TAPEIN FILE RECORD INPUT;

DCL   X(1300) , NA, DK   FLOAT DECIMAL(6);

NA = -(16**10);

DK = -512000;

RD:  READ FILE (TAPEIN) INTO (X);

IF X(17) = NA   X(17)=DK  GO TO RD;

IF X(17) - = 0 THEN ANSWER = X(223)/X(17);
```

In the floating point binary option there are no split variables, since none are needed. However, since there is only one version of the documentation there will be references to split variables. These should be ignored by those who have ordered the floating point binary option. In this version of the tape, the second variable location in such cases will contain hexadecimal 40404040.[16]

E. Standardized Coding Conventions

Uniform "NA" code "NA" is the convention used to describe the absence of a valid coded response. Substantively, "NA" can represent cases where (1) the respondent should not have a valid code since he/she was not in the applicable universe, and (2) the respondent has no valid code due to refusal, interviewer error, or coding, transcribing, or data entry error. All of these situations are coded identically with a value of -999. Split variables have -999 in each location, yielding a value of -999999. In the floating binary option, NA is uniformly coded with the value -(16.**10), or hexadecimal CB100000.

Uniform "DK" code "DK" is used in the codebook to refer to responses of "DON'T KNOW." Such responses have been assigning the uniform code of -987. Split variables have -987 in each location yielding -987987. In the floating point binary option, DK is uniformly coded with the value -512000, or hexadecimal C57D0000.

Multiple entry variables There are a number of items in the questionnaires which permit multiple-entry responses. For example, for the question "What have you been doing in the past four weeks to find work?" enumerators were instructed to mark as many of the following methods as were mentioned by the respondent.

Checked with public employment agency
Checked with private employment agency
Checked with employer directly
Checked with friends or relatives
Placed or answered ads
Other method

For each multiple-entry variable, the individual categories are coded in a geometric progression. In the foregoing example, "public employment agency" would be coded 1; "private employment agency," 2; "employer directly," 4; "friends or relatives," 8; "ads," 16; and "other," 32. Multiple responses are then coded by adding the individual codes for each respondent which yields a unique value for each combination.

Dichotomous variables Dichotomous variables of a yes/no variety are uniformly coded ("Yes" = 1; "No" = 0). Other dichotomous variables have frequently been reformulated to permit this convention to be followed.

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[16]These locations are ideal for locally created variables.

Combination quantitative-qualitative variables Some variables which are ostensibly quantitative may have several nonquantitative (categorical) responses. In such cases, the quantitative responses are represented by positive integers which equal the actual values, while the qualitative (categorical) responses are represented by negative values, beginning with -1. For example, expected age of retirement is coded as follows:

45 THRU 99 actual age
-1 already retired
-2 never plan to retire

Cross-referenced variables In the questionnaires, and in the original versions of the data files, the responses to some questions were coded in such a way as to require reference to the response to another question. For example, in the case of the men, if respondent's job at the time of the 1966 survey was the longest job he had held between leaving school and the time of the 1966 survey, the occupation of longest job was coded "same as current job." Otherwise, the actual three-digit occupation code was recorded.

In the revised data files, no such cross-referencing is required. In the above illustration, "occupation of longest job" is given the three-digit code of "current job" in those instances where current and longest job are the same.

Confidentiality rules Pursuant to Census regulations relating to confidentiality, total annual income (or any component thereof) cannot be shown if it is in excess of $50,000. Hence, all such variables have been edited so that values in excess of $50,000 are coded as $50,000.

F. Guidelines for Data Management

On the basis of a survey conducted among potential purchasers of the revised NLS data files, it appears that most researchers who acquire the files will desire to revise them by reformatting, subsetting, or creating new variables. Since the Center can accept responsibility only for the tapes and documentation which it has supplied, users who intend to modify the data should develop a set of standard operating procedures to guarantee the integrity of the tapes furnished by the Center. The following guidelines are suggested:

1. Changes should never be made in a tape received from the Center; rather, a new tape should be produced.

2. A copy of each original tape should be made as soon as possible.

3. All modifications should be carefully documented; programs and program specifications should be saved.

4. New output tapes should be used for all subsequent revisions. The data set name should identify the generation number and cohort of each file.

5. The addition of locally created variables will usually entail expansion of the logical record length. Since many users will later wish to obtain future versions of the data files from the Center, which will contain both new variables and corrections to existing variables, user-designed modifications should be planned with flexibility in mind.

6. In subsetting, interrelationships among variables should be kept in mind.

7. The codebook should be kept up to date.

8. Any technical problems encountered in using the data tapes should be reported to the NLS Users' Office within six months after receipt of the tapes.

VI. DOCUMENTATION

The package of documentation that accompanies the revised public-use tapes includes a codebook defining each variable and indicating how it is coded, as well as an alphabetic and a numeric index, which provide a convenient means of identifying and locating variables. Each of these components is described below, along with an explanation of how it is intended to be used. Excerpts from a codebook are shown in the Appendix for illustrative purposes.

A. Codebook.

The codebook is the principal element of the documentation system, containing information that is intended to be complete and self-explanatory for each variable in the file. Nonetheless, in order to know precisely what a given variable means, it will frequently be necessary to use the codebook entry in conjunction with the relevant questionnaire and the Interviewers' Reference Manual.

The variables are arranged in a uniform pattern in each codebook. They are first grouped according to survey year. Within each survey year, variables picked up directly from the questionnaire appear first, arranged in item-number sequence. Next come the "recoded" variables (derived from one or more questionnaire items), arranged roughly in the order in which the topics appear in the questionnaire.

Reference number (format: XXXXX.XX) The reference number (R#) is a unique identification number assigned to each variable which determines its relative position within the codebook and which will remain constant through subsequent revisions of the files. The reference number is the identifier to be used when communicating about a variable with the Center.

Description of variable The description (name) composed for each variable (85-character maximum)--e.g., "Hourly Rate of Pay, 1971"; "Marital Status, 1971"[17]--is displayed adjacent to the reference number. It is intended to summarize briefly the content of the variable, to serve as a heading for the codes which appear below it, and to represent the variable within the alphabetic and numeric indexes.

Several conventions have been used in developing the descriptions of variables:

(1) When the description of a variable includes the phrase "in 19XX," this means that the variable relates to the indicated calendar year. On the other hand, when a date follows a verbal description of a variable without being preceded by the preposition "in," the

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[17] These variables will be used to illustrate the characteristics of the documentation. Relevant pages of the documentation for the middle-aged men are shown in the Appendix.

date simply identifies the year of the survey in which the relevant information was collected. For the exact time period covered, the wording of the questionnaire item and the time at which the survey was conducted must be ascertained. For example:

> NUMBER OF WEEKS-WORKED IN 1965 is the number of weeks worked in calendar year 1965 (ascertained in the 1966 survey).
>
> NUMBER OF WEEKS-WORKED IN PAST YEAR, 1967 is the number of weeks worked in the 12-month period preceding the 1967 survey.

(2) If two ostensibly identical variables differ only in that they refer to different universes of respondents, the universe definitions are appended to the descriptions in parentheses. For example:

> DATE RESPONDENT LAST WORKED FULL-TIME OR PART-TIME, 1969 (UNEMPLOYED-1969)
>
> DATE RESPONDENT LAST WORKED FULL-TIME OR PART-TIME, 1969 (OLF[18]-1969)

(3) Dichotomous variables are usually put in question form. For example:

> DOES HEALTH LIMIT KIND OF WORK, 1966

Coding Information Appearing below the description of each variable is a section containing the set of legitimate codes[19] which the variable may assume and a text entry describing the codes. Code entries are discrete (categorical), as in the case of "Marital Status"

> 1 MARRIED, SPOUSE PRESENT
> 2 MARRIED, SPOUSE ABSENT
> 3 WIDOWED
> 4 DIVORCED
> 5 SEPARATED
> 6 NEVER MARRIED

or continuous (quantitative), as in the case of "Hourly Rate of Pay"

> 1 THRU 9999 ACTUAL RATE

---

[18] Out of the labor force.

[19] The term "legitimate," for continuous variables, must be interpreted loosely. In many cases, artificial bounds are used to define a range which is broad enough to include all possible codes except NA. The actual range of codes appearing on the tape can be determined by examining the items labelled "MINIMUM" and "MAXIMUM" in the "COMMENTS" field of the codebook.

Several conventions have been followed in presenting the coding information.

(1) "NA" denotes the uniform nonresponse code (-999).[20]

(2) "DK" denotes the uniform "Don't know" code of -987.[20]

(3) Where coding information is especially complex and detailed, users are referred to Attachments to the codebook.
Attachment 2 relates to occupation and industry variables and
Attachment 3 relates to selected characteristics of other family members in the respondent's household.

Frequency distribution of variable In the case of discrete (categorical) variables, frequency counts are normally shown to the left of the code categories, illustrated by the "Marital Status" variables shown in the Appendix. In the case of continuous (quantitative) variables, a distribution of the variable is presented using a convenient class interval.[21] The format of these distributions varies. In some cases, for technical reasons, a distribution includes classes that lie outside the legal range of the variable; such classes, of course, show a frequency count of zero and should be ignored. In the case of our illustrative variable "Hourly Rate of Pay" (see Appendix) the frequency count is straightforward in this respect. That is, the maximum value is $34.64 and the maximum category shown is $10.00 and above, for which there is a frequency count of 72.

The following information concerning the code distribution is also presented:

(1) "# of NA's" indicates the number of occurrences of the uniform nonresponse code. For our illustrative variables, these are 830 in the case of "Marital Status" and 2,050 in the case of "Hourly Rate of Pay."

(2) "# of DK's" provides a count of the uniform DON'T KNOW code. This code, provided only when the interview schedule permits a "DON'T KNOW" response, is not relevant in the case of either of our illustrative variables.

(3) "#NEGATIVE" is the number of negative codes exclusive of "NA" and "DK." (Not relevant in the case of either of our illustrative variables.)

(4) "MINIMUM" indicates the smallest recorded value exclusive of "NA" and "DK." In the case of "Hourly Rate of Pay" this value is 1 (see Appendix).

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[20] See Section V.

[21] The frequency count for "split" variables, as well as the minimum and maximum values, reflect their "true" values. For a definition of "split variables," see Section V.

(5) "MAXIMUM" indicates the largest recorded value. In the case of "Hourly Rate of Pay" this value is $34.64 (see Appendix).

Variable number The variable number, which has been discussed in detail in Section V, identifies the tape location of the variable. For the illustrative variables shown in the Appendix, the variable numbers are 1535 ("Marital Status") and 2403 and 2404 ("Hourly Rate of Pay"). (NOTE: Two "locations" appear for Split Variables--see Section V.)

Questionnaire item The element entitled "QUESTION" contains a reference to the interview schedule for variables that are based directly on a questionnaire item. In some cases, reference is to a specific item number or a subsection thereof. In other cases only the page number of the questionnaire is identified. The convention "CH XX" is used to identify questionnaire Check Items. The variable "Marital Status," for example, comes from page 1 of the 1971 Men's interview schedule. "Hourly Rate of Pay," on the other hand, is a constructed variable that is not picked up directly from the interview schedule; thus no "QUESTION" entry appears (see Appendix).

Universe information It is frequently desirable to know what the relevant universe is for a given variable, i.e., which set(s) of respondents should have been asked the question(s) on which the variable is based. This can be ascertained by carefully tracing through the often complex skip patterns of the questionnaire. However, as a means of sparing the users of the public-use data tapes the effort involved in this procedure, the "UNIVERSE INFORMATION" entry has been designed at Ohio State from the skip pattern of the questionnaire. It lists the last decision point in every possible path to the item under consideration. The illustrative cases in the Appendix show that all respondents were asked the question on marital status, and that since Hourly Rate of Pay is a "Key Variable," no universe information is necessary (see "Derivations," below).

Not all items that appear on the questionnaire were coded into variables. Those which were not, of course, appear neither on the tape nor in the codebook. However, in the interest of continuity, the "UNIVERSE INFORMATION" entries which would have appeared for these items have been included in Attachment 1 of the codebook.

Derivations Whenever possible, the decision rules employed in the creation of constructed variables have been included in the codebook under the title "DERIVATIONS." This information is designed to enable the researcher to determine whether available constructs are appropriate to his or her needs. Unfortunately, there are many instances in which the original decision rules were unavailable, incomplete, and/or unclear. In most of these cases there has not been a careful reassessment of the variable and the "derivations" can therefore not be accepted with complete confidence. However, there are several sets of variables that are both especially important and likely to be widely used which the Center has reassessed. These are designated as "key" variables in the codebook, and include the annual total family income variables, total family asset variables, annual work experience variables (number of weeks worked,

unemployed, and out of the labor force), and hourly rate of pay.[22] In the case of the illustrative variables (see Appendix) no derivation is shown for "Marital Status," because this variable is picked up directly from the interview schedule. For "Hourly Rate of Pay," the derivation describes in detail the items of the interview schedule and the decision rules that were used in creating this "key" variable.

B. The KWIC Index

The KWIC ("KWIC" is the acronym for keyword-in-context) has been designed to assist users in identifying and locating variables relevant to their research interests. It is the output of a computer program which processes as inputs (1) a dictionary of predetermined keywords and (2) a file containing a textual description (i.e., the name) of every variable available for a given cohort. The program generates as output an alphabetically arranged list of the keywords, and, under each, a list of all variables whose descriptions contain the keyword. Most variables appear more than once within the index, since most variable descriptions contain more than one keyword.

The variables are sequenced by reference number, which provides a ready indication of the location of the variable in the codebook. In the descriptions of the variables, asterisks replace the keyword. For each variable there is also shown (1) "QUES #" which identifies the questionnaire items for those variables that come directly from the questionnaire; (2) "VBL #" which indicates tape location; and (3) an indicator for "split" variables: a plus sign (+) to the right of the "VBL #." (The entries for our illustrative variables are shown in the Appendix.)

Needless to say, the descriptions of variables and the selection of keywords are to some extent arbitrary, having emerged out of common usage within the Center. To make the index more generally useful, a "dictionary" and a "thesaurus" of keywords are included in the KWIC Index. The "dictionary" lists all of the terms or phrases that are permitted to appear as keywords, cross-referenced with related keywords which users are advised to consult. The "thesaurus" lists concepts that are not used as keywords, cross-referenced with similar or equivalent words or phrases that do appear as keywords.

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[22] It should be noted that the Center is certifying only that these key variables have been created according to the decision rules contained in the codebook; it is not underwriting the validity of the raw data on which they are based. For example, in both the family income data and the average hourly earnings data there are instances of values that are completely unrealistic. (In only two instances--viz., the average hourly earnings variables for the boys and girls--has the Center performed an edit to eliminate extreme values according to rules that are set forth in the codebook. But even in these instances there may be other anomalies.) Users are therefore cautioned not to accept even the "key variables" uncritically. It is advisable to examine carefully all the variables to be used in the analysis. Such examination may suggest the need for additional editing procedures.

C. Numeric Index

The Numeric Index is a complete list of all variables arranged in sequence of tape location. It includes the variable description and the other information contained in the KWIC Index. The fact that one can enter the Index with tape location and ascertain the information necessary to find the variable in the codebook or in the questionnaire makes it particularly useful to programmers (see Appendix for illustrations).

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APPENDIX

SAMPLE PAGES FROM NLS DOCUMENTATION

The description of the NLS documentation contained in Section V uses the variables "Marital Status, 1971" and "Hourly Rate of Pay at Current or Last Job, 1971" as illustrations. The following pages show how these two variables appear in the Codebook and in the KWIC and Numeric Indexes for the cohort of men 45-59 years of age.

REF_#: 1640. MARITAL_STATUS, 1971

QUESTION: PG 1 1971
VBL #: 1535

UNIVERSE INFORMATION:
ALL RESPONDENTS.

3,552	1	MARRIED, SPOUSE PRESENT
42	2	MARRIED, SPOUSE ABSENT
158	3	WIDOWED
143	4	DIVORCED
138	5	SEPARATED
157	6	NEVER MARRIED
830		NA

NOTE: THIS VARIABLE IS CODED FOR SOME RESPONDENTS WHO IN 1971 WERE NON-INTERVIEWEES.

REF_#: 1641.50 RESIDENCE STATUS, 1971 (REVISED)

QUESTION: PG 1 19
VBL #: 2902

0	1	INITIAL YEAR(1966)
594	2	MOVER
3,581	3	NONMOVER
859	4	NONINTERVIEW
14		NA

REF_#: 1641.51 REGION OF RESIDENCE, 1971 (REVISED)

QUESTION: PG 1 19
VBL #: 2907

1,530	1	LIVES IN SOUTH
2,645	0	LIVES IN NON-SOUTH
845		NA

REF_#: 2457. HOURLY RATE_OF PAY AT CURRENT_OR_LAST_JOB_1971 *KEY*

SPLIT VARIABLE VBL #: 2403 & 2404

1 THRU 9999 ACTUAL RATE

DISTRIBUTION OF CODES:

CODES	COUNT	CODES	COUNT	CODES	COUNT
0	0	300-399	676	700-799	93
1-99	51	400-499	630	800-899	77
100-199	316	500-599	308	900-999	40
200-299	521	600-699	186	1000+	72

OF NA'S: 2,050

MINIMUM: 1 MAXIMUM: 3464

NOTE: *** KEY VARIABLE ***
THIS VARIABLE IS ONE OF THE KEY VARIABLES DESCRIBED IN THE N.L.S. HANDBOOK. IT WAS RECREATED AT OHIO STATE (SEE THE DECISION RULES PROVIDED IN THE 'DERIVATIONS' SECTION) TO BE AS CONSISTENT AS POSSIBLE WITH COUNTERPART VARIABLES IN OTHER YEARS AND COHORTS.

DERIVATIONS:

DATE CHANGED: JUNE 1974

A. IF R(2450.) NE 1-6,8 THEN R(2457.)=NA.
IF R(2450.)=1,2 AND (R(1691.)=NA,2,7,8 OR R(1690.)=NA OR (R(1692.)=NA AND R(1691.) NE 1)) THEN R(2457.)=NA.
IF R(2450.)=3-6,8 AND (R(1754.) NE 1,2 OR R(1756.)=NA OR R(1757.)=2,7,NA OR (R(1757.) NE 1 AND R(1758.)=NA)) R(2457.)=NA.

B. IF R(2450.)=3-6,8 GO TO STEP C.
IF R(1691.)=1 THEN HRP= R(1690.).
IF R(1691.)=3 THEN HRP= R(1690.)/ (R(1692.)* .01)
IF R(1691.)=4 THEN HRP= R(1690.)/ (R(1692.)* .02)
IF R(1691.)=5 THEN HRP= R(1690.)/ (R(1692.)* .0433)
IF R(1691.)=6 THEN HRP= R(1690.)/ (R(1692.)* .52)
GO TO STEP D.

C. IF R(1757.)=1 THEN HRP= R(1756.)
IF R(1757.)=3 THEN HRP= R(1756.)/ (R(1758.)* .01)
IF R(1757.)=4 THEN HRP= R(1756.)/ (R(1758.)* .02)
IF R(1757.)=5 THEN HRP= R(1756.)/ (R(1758.)* .0433)
IF R(1757.)=6 THEN HRP= R(1756.)/ (R(1758.)* .52)

D. R(2457.)= HRP ROUNDED TO NEAREST WHOLE NUMBER.

KWIC INDEX OF VARIABLE DESCRIPTIONS

	REF. #	VBL#	QUES#
MARITAL_STATUS			
***** AND BACKGROUND, 1976 - MONTH DIVORCED	3380.	3553	81
***** AND BACKGROUND, 1976 - MONTH OF FIRST MARRIAGE	3375.	3548	79
***** AND BACKGROUND, 1976 - MONTH WIDOWED	3378.	3551	80
***** AND BACKGROUND, 1976 - WIDOWED OR DIVORCED? (CHECK ITEM T)	3377.	3550	CH T
***** AND BACKGROUND, 1976 - YEAR DIVORCED	3381.	3554	81
***** AND BACKGROUND, 1976 - YEAR OF FIRST MARRIAGE	3376.	3549	79
***** AND BACKGROUND, 1976 - YEAR WIDOWED	3379.	3552	80
*****, 1966	24.	26	PG 1
*****, 1967	637.	624	PG 1
*****, 1969	1164.	1092	PG 1
*****, 1971	1640.	1535	PG 1
*****, 1971 (CHECK ITEM W)	2178.	2086	CH W
*****, 1973	2595.	2525	15
*****, 1973 (REVISED)	2688.50	2852	
*****, 1975	2738.	2680	13A
*****, 1975 (REVISED)	2850.	2853	
*****, 1976	3252.10	3232	49
*****, 1976 (CHECK ITEM X)	3425.	3585	CH X
MARKET_VALUE			
SEE ALSO: ASSETS, AUTOMOBILE, HOUSE, NET_VALUE, PROPERTY, REAL_ESTATE.			
***** OF BONDS, STOCKS, AND MUTUAL_FUNDS, 1966	239.	257+	61B
***** OF BONDS, STOCKS, AND MUTUAL_FUNDS, 1971	2230.	2158+	81B
***** OF BONDS, STOCKS, AND MUTUAL_FUNDS, 1976	3291.	3439+	61B
***** OF FARM, 1966	226.	233+	56B
***** OF FARM, 1969	1324.	1249+	49B
***** OF FIRST AUTOMOBILE, 1971	2225.	2148+	79D1
***** OF FIRST AUTOMOBILE, 1976	3283.	3426+	59D
***** OF HOUSE ON FARM, 1966	227.	235+	56D
***** OF HOUSE OR APARTMENT, 1969	224.	229+	55A
***** OF HOUSE OR APARTMENT, 1971	1322.	1245+	48A
***** OF HOUSE OR APARTMENT, 1976	2205.	2116+	75A
***** OF OTHER PROPERTY, 1966	3264.	3396+	55A
***** OF OTHER PROPERTY, 1969	231.	243+	58B
***** OF OTHER REAL_ESTATE, 1971	1329.	1258+	51B
***** OF OTHER REAL_ESTATE, 1976	2215.	2132+	78B
***** OF SECOND AUTOMOBILE, 1971	3274.	3412+	58B
***** OF SECOND AUTOMOBILE, 1976	2226.	2150+	79D2
***** OF THIRD AUTOMOBILE, 1971	3284.	3428+	59D
***** OF THIRD AUTOMOBILE, 1976	2227.	2152+	79D3
DOES ***** OF FARM OPERATION INCLUDE MARKET_VALUE OF HOUSE 1969	3285.	3430+	59D
DOES ***** OF FARM OPERATION INCLUDE MARKET_VALUE OF HOUSE 1971	1325.	1251	49C
	2209.	2123	76C

KWIC INDEX OF VARIABLE DESCRIPTIONS

	REF. #	VBL#	QUES#
HEALTH (CONTINUED)			
IS ACHES, SWELLING, AND SICK FEELING A ***** PROBLEM? 1971	2155.	2067	
IS ANY OTHER CONDITION A ***** PROBLEM? 1971	2159.	2071	
IS FAINTING SPELL AND DIZZINESS A ***** PROBLEM? 1971	2156.	2068	
IS NERVOUSNESS, TENSION, ANXIETY, OR DEPRESSION A ***** PROBLEM? 1971	2157.	2069	
IS PAIN A ***** PROBELM? 1971	2152.	2064	67C2
IS SHORTNESS OF BREATH OR TROUBLED BREATHING A ***** PROBLEM? 1971	2158.	2070	
IS TIRING EASILY OR NO ENERGY A ***** PROBLEM? 1971	2153.	2065	
MONTH RECOVERED FROM ***** PROBLEM WHICH PREVENTED WORKING FOR >6 MONTHS, 1976	3189.	3200	45C
NUMBER OF CONSECUTIVE YEARS RESPONDENT'S ***** PREVENTED WORKING, 1976	3187.	3199	45B
RESPONDENT'S ***** COMPARED TO OTHER MEN THE AGE OF RESPONDENT - SELF-RATING, 1969	1306.	1229	40
WAS RESPONDENT INVOLVED IN >1 ACCIDENT WHICH RESULTED IN A ***** PROBLEM? 1976	3243.	3227	48B
WAY IN WHICH ***** OF WIFE LIMITS RESPONDENT'S WORK, 1976	3261.	3241	52F
WHAT OTHER FAMILY_MEMBERS HAVE ***** LIMITATIONS? 1971	2185.	2095	71A
YEAR RECOVERED FROM ***** PROBLEM WHICH PREVENTED WORKING FOR >6 MONTHS, 1976	3190.	3201	45C
HEIGHT			
HEALTH - RESPONDENT'S ***** - INCHES, 1973	2586.	2516	13-1
HIGH_SCHOOL			
SEE ALSO: CURRICULUM, GRADE_ATTENDING, GRADE_ATTENDED, GRADE_COMPLETED, GRADUATE, GRADUATED, HIGH_SCHOOL_SUBJECT, RETURN_TO_HIGH_SCHOOL, RETURN_TO_SCHOOL, SCHOOL_QUALITY, SCHOOL_SURVEY.			
DID RESPONDENT TAKE VOCATIONAL OR COMMERCIAL TRAINING IN *****?	195.	200	48C
HAS RESPONDENT TAKEN REGULAR SCHOOL COURSES SINCE STOPPED ATTENDING *****? 1966	217.	222	53A
NUMBER OF CHILDREN AGE 6-24, NOT CURRENTLY ENROLLED, A NON ***** GRADUATE, 1966	513.	571	
NUMBER OF CHILDREN LIVING IN HOUSEHOLD WHO ARE ATTENDING *****, 1966	509.	568	
NUMBER OF CHILDREN, AGE 6-24 IN HOUSEHOLD NOT ENROLLED & A ***** GRADUATE, 1966	512.	570	
NUMBER OF CHILDREN, AGE 6-24 OR NA, ATTENDING *****, 1967	1002.	1002	
STATE LAST ATTENDED *****	2281.	2244	98E
TYPE OF VOCATIONAL OR COMMERCIAL TRAINING RECEIVED IN *****	196.	201	48D
YEAR RESPONDENT GRADUATED *****, 1976	3405.	3565	83B
HOURLY			
***** RATE_OF_PAY AT ALTERNATIVE_JOB, 1971	2504.	2434+	
***** RATE_OF_PAY AT CURRENT_JOB_1976 *KEY*	3704.	2837+	
***** RATE_OF_PAY AT CURRENT_OR_LAST_JOB_1966 *KEY*	583.	619+	
***** RATE_OF_PAY AT CURRENT_OR_LAST_JOB_1967 *KEY*	1066.	1051+	
***** RATE_OF_PAY AT CURRENT_OR_LAST_JOB_1971 *KEY*	2457.	2403+	
***** RATE_OF_PAY ON CURRENT_OR_LAST_JOB_1969 *KEY*	1618.	1518+	
RATE_OF_PAY REQUIRED TO TAKE JOB (*****) (OLF 1967)	1055.	1043+	

NUMERIC INDEX OF VARIABLE DESCRIPTIONS

	REF. #	V3L#	QUES#
TENURE AT CURRENT_OR_LAST_JOB_1969	1589.	1496	
NUMBER OF WEEKS_WORKED IN PAST YEAR, 1969 *KEY*	1591.	1497	
NUMBER OF WEEKS_UNEMPLOYED IN PAST YEAR, 1969 *KEY*	1592.	1498	
NUMBER OF WEEKS_OUT_OF_LABOR_FORCE IN PAST YEAR, 1969 *KEY*	1593.	1499	
COMPARISON OF OCCUPATION: CURRENT_JOB_1966 AND CURRENT_JOB_1969	1596.	1500	
COMPARISON OF OCCUPATION, CURRENT_JOB_1967 AND CURRENT_JOB_1969 (3-DIGIT)	1597.	1501	
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The Center for Human Resource Research

The Center for Human Resource Research is a policy-oriented research unit based in the College of Administrative Science of The Ohio State University. Established in 1965, the Center is concerned with a wide range of contemporary problems associated with human resource development, conservation and utilization. The personnel include approximately twenty senior staff members drawn from the disciplines of economics, education, health sciences, industrial relations, management science, psychology, public administration, social work and sociology. This multidisciplinary team is supported by approximately 50 graduate research associates, full-time research assistants, computer programmers and other personnel.

The Center has acquired pre-eminence in the fields of labor market research and manpower planning. The National Longitudinal Surveys of Labor Force Behavior have been the responsibility of the Center since 1965 under continuing support from the United States Department of Labor. Staff have been called upon for human resource planning assistance throughout the world with major studies conducted in Bolivia, Ecuador and Venezuela, and recently the National Science Foundation requested a review of the state of the art in human resource planning. Senior personnel are also engaged in several other areas of research including collective bargaining and labor relations, evaluation and monitoring of the operation of government employment and training programs and the projection of health education and facility needs.

The Center for Human Resource Research has received over one million dollars annually from government agencies and private foundations to support its research in recent years. Providing support have been the U.S. Departments of Labor, State, and Health, Education and Welfare; Ohio's Health and Education Departments and Bureau of Employment Services; the Ohio cities of Columbus and Springfield; the Ohio AFL-CIO; and the George Gund Foundation. The breadth of research interests may be seen by examining a few of the present projects.

The largest of the current projects is the National Longitudinal Surveys of Labor Force Behavior. This project involves repeated interviews over a fifteen year period with four groups of the United State population; older men, middle-aged women, and young men and women. The data are collected for 20,000 individuals by the U.S. Bureau of the Census, and the Center is responsible for data anlysis. To date dozens of research monographs and special reports have been prepared by the staff. Responsibilities also include the preparation and distribution of data tapes for public use. Beginning in 1979, an additional cohort of 12,000 young men and women between the ages of 14 and 21 will be studied on an annual basis for the following five years. Again the Center will provide analysis and public use tapes for this cohort.

The Quality of Working Life Project is another ongoing study operated in conjunction with the cities of Springfield and Columbus, in an attempt to improve both the productivity and the meaningfulness of work for public employees in these two municipalities. Center staff serve as third party advisors, as well as researchers, to explore new techniques for attaining management-worker cooperation.

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A third area of research in which the Center has been active is manpower planning both in the U.S. and in developing countries. A current project for the Ohio Advisory Council for Vocational Education seeks to identify and inventory the highly fragmented institutions and agencies responsible for supplying vocational and technical training in Ohio. These data will subsequently be integrated into a comprehensive model for forecasting the State's supply of vocational and technical skills.

Another focus of research is collective bargaining. In a project for the U.S. Department of Labor, staff members are evaluating several current experiments for "expedited grievance procedures," working with unions and management in a variety of industries. The procedural adequacies, safeguards for due process, cost and timing of the new procedure are being weighed against traditional arbitration techniques.

Senior staff also serve as consultants to many boards and commissions at the national and state level. Recent papers have been written for the Joint Economic Committee of Congress, The National Commission for Employment and Unemployment Statistics, The National Commission for Manpower Policy, The White House Conference on the Family, the Ohio Board of Regents, the Ohio Governor's Task Force on Health, and the Ohio Governor's Task Force on Welfare.

The Center maintains a working library of approximately 9,000 titles which includes a wide range of reference works and current periodicals. Also provided are computer facilities linked with those of the University and staffed by approximately a dozen computer programmers. They serve the needs of in-house researchers and users of the National Longitudinal Survey tapes.

For more information on specific Center activities or for a copy of the Publications List, write: Director, Center for Human Resource Research, Suite 585, 1375 Perry Street, Columbus, Ohio 43201.